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ABSTRACT

This directory is a guide to K-12 sex equity resources available in the District of Columbia Public Schools and in the Washington, D.C. Metropolitan area. Without educational sex equity, children's aspirations and their entire lives may be limited unnecessarily by the sex stereotypes that prevent them from developing their full potential. There are a number of sections to the directory listing. The first section cites resource mini collections containing books, records, games, posters, and photographs for use in grades K-9. The mini collections are located in 21 D.C. elementary and junior high schools. Section two lists materials in the sex equity core collections. Each core collection is centrally located and contains all of the material in the mini collections plus selected additional audiovisual and print resource materials, including several audiotapes, filmstrips, and two films. The next three sections describe various services provided by the Equal Employment Opportunity Office, the Research Information Center, and the Educational Media Center Film Library. The sixth section describes community and organizational resources. The directory concludes with a listing of participating schools and educators, a subject index, and a target population index. (Author/RM)

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SEX EQUITY RESOURCE DIRECTORY

FOR THE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Developed by

Walteen Grady, Jill Moss Greenberg, Mary Jo Strauss

BEST COPY AVAILABLE

July 1980

The Educational Equity Institute
The American University
Washington, D.C.
20016

SO 013 579

The Educational Equity Institute
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DEDICATION

To the children of the District of Columbia Public Schools whose options as adults can be substantially enhanced through exposure to the sex equity resources and educational techniques presented in this Directory.

PREFACE

Educational sex equity is a serious need in the lives of our students. Without it, children's aspirations, and, therefore, their entire lives may be limited unnecessarily by the sex stereotypes that prevent them from developing their full potential. Teachers, counselors, librarians and administrators can be a powerful influence in breaking through sex stereotypes by employing sex fair resources and techniques in the work they do with students.

This Directory is a guide to sex equity resources now available in the school system and in the Washington, D.C. Metropolitan area. It has been designed especially for use by District of Columbia Public School educators, to facilitate their efforts to increase educational sex equity in their work with students.

The Directory is the final component of the Educational Equity Institute's work with the District of Columbia Public Schools.

Background

During 1979-80 the Educational Equity Institute of The American University was funded by the U.S. Office of Education as a Title IV Sex Desegregation Training Institute to work with educators in the District of Columbia Public Schools with the goal of increasing educational sex equity in District schools. With the cooperation and support of the Superintendent of Schools and the District Equal Employment Opportunity (EEO) staff, 21 target schools (approximately one junior high school and two elementary schools in each region) were identified. From these target schools, members of the faculty self-selected themselves for participation in Institute training activities during the school year.

Training Workshops. Six, five-hour workshops were conducted during the year. A seventh workshop was led by Institute trainees for their colleagues in their own school building. The training workshops provided information and materials to assist educators to increase sex equity in their educational activities with students. Workshop topics included:

- Requirements and responsibilities under Title IX of the Education Amendments of 1972.
- Becoming aware of the forms of sex bias, particularly sex stereotyping.
- Statistical information on the work lives of women and men and research information on the development of sex roles.
- Becoming a sex equity change agent: techniques for developing and implementing sex equity lesson plans and techniques for providing assistance to others through personal interaction, through workshops and through resources.

Mini-Collections of Educational Sex Equity Materials. Collections of approximately 40 print and non-print sex equity materials have been placed in each of the targeted, elementary and junior high schools for use by those who attended Institute workshops as well as by other educators wanting to introduce sex-fair concepts to their students. The Mini-Collections include informational/professional development materials for teachers, counselors and librarians as well as curricular materials, career information and awareness activities for students.

Core Collections of Educational Sex Equity Materials. Two Core Collections have been placed by the Institute in central offices of the District of Columbia Public Schools to facilitate circulation of sex equity materials within the system. Each Core Collection consists of a Mini-Collection in addition to other materials selected and provided by the Institute. One Core Collection is maintained by the Title IX Coordinator in the Superintendent's Office and a second Core Collection, by the Supervising Director, Department of Library Science. The Title IX Office Core Collection contains several print items with audiotapes as well as a number of filmstrips and two films which may be circulated for use throughout the system.

Sex Equity Resource Directory for the District of Columbia Public Schools. This Directory identifies sex equity resources available within the school system and through community groups and individuals. It contains annotations on all materials in the Mini- and Core Collections, and information on the content and use of other sex equity resources available within the school system. Information is also provided on local and national organizations and on individuals who are willing to serve as resources to District of Columbia educators as they work with students.

Sex Equity Ideabook for the District of Columbia Public Schools. This Ideabook is a collection of materials developed by the Educational Equity Institute staff and participants during the 1979-1980 school year. It contains resources for pre-service and in-service sex equity awareness training of educators and original materials that can be adapted for student use in history, social studies, mathematics and science at all levels, K through 12. The final section consists of sex-fair lesson plans developed and implemented by District of Columbia Public School educators in the course of their Educational Equity Institute training.

Acknowledgements

The Educational Equity Institute has had a very successful year in its work with the District of Columbia Public Schools. Many people have contributed to that success. We want to thank Dr. Vincent Reed, Superintendent of Schools; Ms. Wanda Hinshaw, Title IX Coordinator; and Mr. Emanuel Carr, EEO Officer, for their support and encouragement all year. We recognize, with appreciation, the assistance we have received from our Department of Education Project Officer, Ms. Mary Davis, and thank her for the guidance she has provided. We are also grateful to Ms. Donna Churchwell, our Department of Education Grants Officer, for her willingness to answer questions in a helpful manner.

Most particularly we want to thank our participants, the teachers, counselors and librarians of the targeted schools. The enthusiastic written and verbal responses to our workshops suggest that they learned and benefitted from the training we offered. We know that we learned and benefitted from having worked with them.

We hope that this Resource Directory, as well as the Mini-Collections and Core Collections of sex equity materials we have placed in the District of Columbia Public Schools will assist District of Columbia educators in their implementation of educational sex equity for the ultimate beneficiaries --District of Columbia school children.

Mary Ellen Verheyden-Hilliard
Director
July 1980

ACKNOWLEDGEMENT

We express our sincere appreciation to the following persons who critically reviewed this Directory and whose suggestions we incorporated where possible: Dr. Katherine Cole, President-Elect, National Vocational Guidance Association; Wanda Whitlow Hinshaw, D.C.P.S. Title IX Coordinator/Women's Program Manager; Holly Knox, Director, Project on Equal Education Rights (NOW Legal Defense and Education Fund); Dr. Carol Parr, Director , Women's Equity Action League Fund; and the following D.C.P.S. educators, Antonia Gordon, McFarland Junior High; Gladys Harris, Barnard Elementary; James Thompson, Brookland Elementary.

We wish to express our gratitude for assistance with the preparation of sections of this Directory to Emanuel Carr, Wanda Whitlow Hinshaw, Eunice Wright Jones and Thomas Pritchett, members of the D.C.P.S. EEO staff; to Olive C. De Bruler, Department of Library Science; to Erika Robinson, Research Information Center; and to Arthur Scott, Educational Media Center Film Library.

The preparation of this Directory was made possible through the patient and devoted assistance of Suzanne Turner McBride. We thank her sincerely for this assistance. We also thank Nancy King for her editorial and graphic assistance.

W.G., J.M.G. and M.J.S.

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INTRODUCTION

The attainment of educational sex equity in a classroom, school library or counseling center means that each student, regardless of sex, receives the same treatment and the same opportunities to develop and grow as an individual, and is exposed to the same disciplinary methods. In a sex-fair school system, expectations about students' achievement in particular subject areas is free of sex bias. All students, without regard to gender, are encouraged to aspire to whatever career fields make the best use of their talents and interests.

The purpose of this Directory is to identify sex equity resources available to the District of Columbia Public Schools (D.C.P.S.) within the system and through community organizations and individuals. The Educational Equity Institute has recently expanded the resources within the system through its training of D.C.P.S. educators and its placement of Sex Equity Resource Mini-Collections in 21 elementary and junior high schools and Core Collections in two central locations.

An introduction at the beginning of each section of the Directory describes the use and availability of each sex equity resource. Annotations of sample materials available at each resource site within the system and in the local community have been included.

All sex equity resources contained in the Mini-Collections and Core Collections are listed with annotations and ordering information. The grade level and usage suggested for each item have been highlighted in the margin. A Subject Index and Target Population Index provide easy access to the Mini- and Core Collection annotations and facilitate their use.

This Directory can be used to explore the various sex equity resources maintained in the D.C.P.S. Superintendent's Equal Employment Opportunity Office and at the Research Information Center, both located in the Presidential Building in downtown Washington, D.C. Resources on sex equity available through the D.C.P.S. Educational Media Center at the Lemuel Penn Center are also listed and described.

The section on Community Resources gives descriptions, locations and contact persons for a number of organizations that will provide information and services to the D.C.P.S. in the area of sex equity. Individuals who are working in careers nontraditional for their sex and who have volunteered to talk with students are also listed in this Community Resource section.

The names and locations of the D.C.P.S. educators who received training from the Educational Equity Institute during the 1979-80 school year appear in a final section. They may be the most valuable of all the resources, since they are trained in sex equity techniques and strategies and are familiar with the sex equity materials contained in the Mini-Collections which have been placed in their school buildings.

This Directory is being distributed to all schools in the District of Columbia, to all persons trained by the Educational Equity Institute and to all new teachers employed in the system during the 1980-1981 school year. We hope that this Directory will assist you in your efforts to achieve educational sex equity in the schools of Washington, D.C.

W.G., J.M.G. and M.J.S.

HOW TO USE THIS DIRECTORY

The Sex Equity Resource Directory compiles the key educational sex equity resources for the District of Columbia Public Schools into one annotated and indexed volume. It is for YOU to use. The resources contained in the Directory can easily be incorporated into your ongoing school activities and programs to create more realistic, equitable educations for all your students from Pre-Kindergarten through 12th grade.

Some ways in which you might make use of the Directory and its resources are:

- READ the Directory to get an overview of the wealth of resources available to you.

- LOOK at the Subject Index to find materials suitable for inclusion in your particular programs or curricular units, e.g. parent meetings, history, math.

- BORROW materials from either the Resource Core Collections or a Mini-Collection located close to your school.

- CONTACT the Equal Employment Opportunity Office for additional equity assistance.

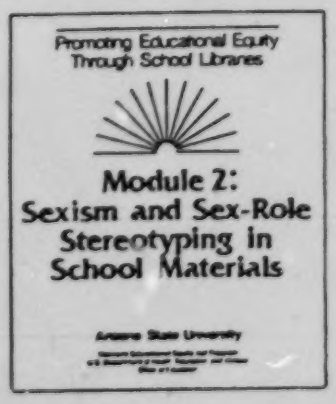
- CONSULT with any of the Resource Persons (District of Columbia educators) listed in the Participating Schools and Educators Section for knowledgeable information, resource and activity help.

- USE the available resources: invite role models and organizations to visit your school; incorporate sex-fair materials from the Media Center Film Library, Research Information Center into your regular curriculum.

This Directory is unique. It is only for the District of Columbia Public Schools. Sex equity can make a difference to your students for the rest of their lives. Try it, you'll like it. . .and so will they!

GROWING UP EQUAL

SEX EQUITY RESOURCE
MINI-COLLECTIONS



a catalogue of non-sexist materials for children

overcoming math anxiety

THE SEX EQUITY RESOURCE MINI-COLLECTIONS

PURPOSE

The Sex Equity Resource Mini-Collections were developed specifically for the District of Columbia Public Schools. They provide District of Columbia educators with a variety of attractive, accessible resources which can be easily incorporated into existing curricula to create educational programs and environments which are free of sex bias.

Mini-Collections are located in 21 District of Columbia elementary and junior high schools from which approximately 70 teachers, counselors and librarians were trained by the Educational Equity Institute during the 1979-80 school year. The school-based collections of print and non-print, sex equity resources were compiled and supplied by the Institute to augment the training provided to faculty from the targeted schools. The educators who were trained by the Institute had a voice in the selection of materials, are familiar with the Resource Collections, and know techniques for making effective use of the materials in working with students in classrooms, counseling centers and libraries.

AVAILABILITY

The schools housing Sex Equity Resource Mini-Collections and the trained faculty at those schools who are willing to share their ideas and resources are listed in the final section of this Directory. Librarians at the targeted schools know about these Collections and can provide information on procedures for using and borrowing the materials. All items included in the Mini-Collections are also available at the two Sex Equity Resource Core Collections described in the following section of this Directory.

CONTENTS AND USAGE

The Mini-Collections consist of books, records, games, posters and photographs for direct use by students at levels K through 9; teacher resources for classroom use and for curriculum development in various disciplines; informational materials on Title IX and on educational sex equity for teachers, administrators, parents and community workers and for inservice training programs; career planning information for students and guidance counselors and a few sex equity materials specifically for librarians. While the primary emphasis is to overcome sex bias and sex discrimination in education, resources have been selected which are free of bias based on other factors such as race, ethnic origin, religion, disability or age.

Several teacher resources in the Collections are contained in three-ring binders, so that materials can be temporarily and conveniently removed to allow for reproduction of segments for direct use in the classroom.

Copies of the Sex Equity Resource Directory and of the Sex Equity Ideabook compiled by the Institute are included in the Mini-Collections. Persons who have not been trained in educational sex equity procedures can find basic information through materials in the Sex Equity Ideabook which contains information on Title IX, sex discrimination, identification of sex bias and methods for overcoming sex-role stereotyping. The Ideabook also contains lesson plans prepared and implemented by educators trained in Institute workshops and a number of classroom activities developed by the Institute staff for the District of Columbia Public School system.

The Sex Equity Resource Mini-Collections for elementary and junior high schools contain a number of the same items, but also contain different items appropriate for the particular age levels. The Collection for elementary schools contains 34 print items (books, reports, teacher's guides), five poster/photograph sets, two records, one audiotape and one set of stand-up figures. The junior high level Collection contains 36 print items, three poster/photograph sets, one record and one audiotape. Each of the 21 schools will receive a one-year subscription to TABS, a periodical on sex equity for school systems which includes posters for classroom display.

Lists of the titles of the materials comprising the Elementary School Mini-Collection and the Junior High School Mini-Collection follow immediately after this introduction.

MINI-COLLECTION ANNOTATIONS

Following the lists of titles of materials in the Mini-Collections is an annotated list of all the resources with descriptions of their content and with information on how to obtain additional copies. The annotations are arranged alphabetically by the first author's last name. Grade level and subject/usage areas are highlighted in the left margins. The letters E, JH, and HS refer to elementary, junior and high school levels, respectively. A Subject and a Target Population Index in the back of this Directory refer to these annotations and facilitate their usage. Each Mini-Collection and Core Collection is accompanied with a set of cards containing the same annotative, usage and ordering information. The cards will benefit users, as well as librarians or other custodians of these Collections.

SEX EQUITY RESOURCE MINI-COLLECTION

ELEMENTARY SCHOOLS

Alpha Kappa Alpha Sorority,Inc.; HERITAGE SERIES.

Banfield, Beryle, et al; WINNING "JUSTICE FOR ALL" (Student Edition 1980).

Banfield, Beryle, et al; WINNING "JUSTICE FOR ALL" (Teacher Edition 1980).

Calabrese, Marylyn E.; STAGE THREE MANUAL: REVISING THE CURRICULUM.

Davis, Enid; THE LIBERTY CAP: A CATALOGUE OF NONSEXIST MATERIALS FOR CHILDREN.

dePaola, Tomie; OLIVER BUTTON IS A SISSY.

Educational Challenges,Inc.; TODAY'S CHANGING ROLES: AN APPROACH TO NON-SEXIST TEACHING.

Ernest, John; MATHEMATICS AND SEX.

General Electric Company; THE WORLD OF WORK: A GENERAL ELECTRIC COMMUNICATION PROGRAM. (5 booklets, 6 posters).

Grady, Walteen, et al; SEX EQUITY IDEABOOK FOR THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS.

Grady, Walteen, et al; SEX EQUITY RESOURCE DIRECTORY FOR THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS.

Grant, Anne, et al; VENTURE BEYOND STEREOTYPES: A WORKBOOK FOR TEACHERS CONCERNED ABOUT SEX ROLE STEREOTYPING.

Guttentag, Marcia, et al; UNDOING SEX STEREOTYPES.

Hochschild, Arlie Russell; COLEEN THE QUESTION GIRL.

Hopke, William E., et al; CHILDREN'S DICTIONARY OF OCCUPATIONS.

Hopke, William E., et al; CHILDREN'S DICTIONARY OF OCCUPATIONS, DUPLICATING MASTER ACTIVITY BOOK.

Jenkins, Jeanne Kohl, et al; GROWING UP EQUAL.

Jordan, June; FANNIE LOU HAMER.

Levine, Jim; MEN IN THE NURTURING ROLE. (8 photos, 1 poster).

Matthews, Martha, et al; TRY IT, YOU'LL LIKE IT!

Maury, Inez, et al; MY MOTHER THE MAIL CARRIER. MI MAMA LA CARTERA.

Menard, Sharon L.; HOW HIGH THE SKY? HOW FAR THE MOON?

O'Toole, Cathleen M., Editor; BEING A MAN: A UNIT OF INSTRUCTIONAL ACTIVITIES ON MALE ROLE STEREOTYPING.

Perl, Teri; MATH EQUALS: BIOGRAPHIES OF WOMEN MATHEMATICIANS + RELATED ACTIVITIES.

Phelps, Ethel Johnston, Editor; TATTERHOOD AND OTHER TALES. (Audiocassette).

Phelps, Ethel Johnston, Editor; TATTERHOOD AND OTHER TALES. (Paperback).

Rivers, Caryl, et al; BEYOND SUGAR AND SPICE: HOW WOMEN GROW, LEARN AND THRIVE.

Ruthsdotter, Mary, et al; WOMEN'S HISTORY WEEK: INFORMATION PACKET FOR CLASSROOM TEACHERS.

Shaffer, Susan, et al; RESOURCE NOTEBOOK.

Sprung, Barbara; NON-SEXIST EDUCATION FOR YOUNG CHILDREN: A PRACTICAL GUIDE.

TABS; TABS ... AIDS FOR ENDING SEXISM IN SCHOOLS. (Quarterly journal and poste

Tobias, Sheila; OVERCOMING MATH ANXIETY.

Thomas, Marlo, et al; FREE TO BE YOU AND ME. (Paperback).

Thomas, Marlo, et al; FREE TO BE YOU AND ME. (Record).

Tyler, Karen Beyard, et al; PROMOTING EDUCATIONAL EQUITY THROUGH SCHOOL LIBRARIES.

U. S. Commission on Civil Rights; FAIR TEXTBOOKS: A RESOURCE GUIDE.

U. S. Commission on Civil Rights; SEXISM AND RACISM: FEMINIST PERSPECTIVES.

U. S. Commission on Civil Rights; WINDOW DRESSING ON THE SET: WOMEN AND MINORITIES IN TELEVISION.

Women on Words and Images; GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS.

Women's Action Alliance; COMMUNITY HELPERS. (12 cut-out cardboard figures).

Women's Action Alliance; PEOPLE AT WORK. (photos).

Women's Action Alliance; RESOURCE PHOTOS FOR MAINSTREAMING - CHILDREN. (Photos).

Women's Action Alliance; RESOURCE PHOTOS FOR MAINSTREAMING - ADULTS. (Photos).

Zeitlin, Patty, et al; MY MOMMY IS A DOCTOR. (Record).

SEX EQUITY RESOURCE MINI-COLLECTION

JUNIOR HIGH SCHOOLS

Adelberger, Audra, et al; WHATEVER HAPPENED TO DEBBIE KRAFT?

Alpha Kappa Alpha Sorority,Inc.; HERITAGE SERIES.

Banfield, Beryle, et al; WINNING "JUSTICE FOR ALL" (Student Edition 1980).

nfield, Beryle, et al; WINNING "JUSTICE FOR ALL" (Teacher Edition 1980).

Calabrese, Marylyn E.; STAGE THREE MANUAL: REVISING THE CURRICULUM.

Carlson, Dale; GIRLS ARE EQUAL TOO: THE WOMEN'S MOVEMENT FOR TEENAGERS.

Davis, Enid; THE LIBERTY CAP: A CATALOGUE OF NONSEXIST MATERIALS FOR CHILDREN.

Dee, Ruby; WHAT IF I AM A WOMAN? (Record).

Ernest, John; MATHEMATICS AND SEX.

General Electric Company; THE WORLD OF WORK: A GENERAL ELECTRIC COMMUNICATION PROGRAM. (5 booklets, 6 posters).

Grady, Walteen, et al; SEX EQUITY IDEABOOK FOR THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS.

Grant, Anne, et al; VENTURE BEYOND STEREOTYPES: A WORKBOOK FOR TEACHERS CONCERNED ABOUT SEX ROLE STEREOTYPING.

Guttentag, Marcia, et al; UNDOING SEX STEREOTYPES.

Hopke, William E., et al; CHILDREN'S DICTIONARY OF OCCUPATIONS.

Hopke, William E., et al; CHILDREN'S DICTIONARY OF OCCUPATIONS, DUPLICATING MASTER ACTIVITY BOOK.

Johnston, Johanna; THEY LED THE WAY: FOURTEEN AMERICAN WOMEN.

Kling, Susan; FANNIE LOU HAMER.

Lerner, Gerda; BLACK WOMEN IN WHITE AMERICA.

Levine, Jim; MEN IN THE NURTURING ROLE. (8 photos, 1 poster).

Liggett, Twila Christensen, et al; THE WHOLE PERSON BOOK: TOWARD SELF-DISCOVERY & LIFE OPTIONS.

Loewenberg, Bert James, et al; BLACK WOMEN IN 19th CENTURY AMERICAN LIFE.

Matthews, Martha, et al; TRY IT, YOU'LL LIKE IT!

Menard, Sharon L.; HOW HIGH THE SKY? HOW FAR THE MOON?

Mitchell, Joyce Slayton; I CAN BE ANYTHING: CAREERS AND COLLEGES FOR YOUNG WOMEN.

Mitchell, Joyce Slayton; THE MEN'S CAREER BOOK: WORK AND LIFE PLANNING FOR A NEW AGE.

National Science Foundation Office of Planning and Policy Analysis; INCREASING THE PARTICIPATION OF WOMEN IN SCIENTIFIC RESEARCH.

O'Toole, Cathleen M., Editor; BEING A MAN: A UNIT OF INSTRUCTIONAL ACTIVITIES ON MALE ROLE STEREOTYPING.

Perl, Teri; MATH EQUALS: BIOGRAPHIES OF WOMEN MATHEMATICIANS + RELATED ACTIVITIES.

Phelps, Ethel Johnston, Editor; TATTERHOOD AND OTHER TALES. (Audiocassette).

Phelps, Ethel Johnston, Editor; TATTERHOOD AND OTHER TALES. (Paperback).

Rivers, Caryl, et al; BEYOND SUGAR AND SPICE: HOW WOMEN GROW, LEARN AND THRIVE.

Ruthsdotter, Mary, et al; WOMEN'S HISTORY WEEK: INFORMATION PACKET FOR CLASSROOM TEACHERS.

Shaffer, Susan, et al; RESOURCE NOTEBOOK.

TABS; TABS ... AIDS FOR ENDING SEXISM IN SCHOOL. (Quarterly journal and posters).

Tobias, Sheila; OVERCOMING MATH ANXIETY.

Tyler, Karen Beyard, et al; PROMOTING EDUCATIONAL EQUITY THROUGH SCHOOL LIBRARIES.

U. S. Commission on Civil Rights; FAIR TEXTBOOKS: A RESOURCE GUIDE.

U. S. Commission on Civil Rights; SEXISM AND RACISM: FEMINIST PERSPECTIVES.

U. S. Commission on Civil Rights; WINDOW DRESSING ON THE SET: WOMEN AND MINORITIES IN TELEVISION.

Women on Words and Images; GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS.

Women's Action Alliance; RESOURCE PHOTOS FOR MAINSTREAMING - ADULTS. (Photos)

1. Adelberger, Audra, Sally Mackle, Diedre O'Neill and Susan Sacher. WHATEVER HAPPENED TO DEBBIE KRAFT?, 1975. Paperback; 26 pp. Sex equity awareness for junior high students, educators, counselors, parents.

JH

CAREER AWARENESS

On the first page the reader learns about Debbie Kraft, an 18-year-old high school graduate who is about to select one of four career directions. The reader makes the career choice for Debbie and then is referred to one of four subsequent pages depending on the selection. Then the reader learns about the initial phase of Debbie's career and at the bottom of the page makes another choice for Debbie. With each career change Debbie experiences the problems and concerns confronting women in a sexist society. All choices have thought-provoking, long-range consequences; no choice is presented as "correct." This game is a particularly good introduction for discussion in a workshop or classroom. A bibliography (updated in 1977) is included for additional reading and learning. Order from Feminists Northwest, 5038 Nicklas Place, N.E., Seattle, WA 98105. $1.25 prepaid.

2. Alpha Kappa Alpha Sorority, Inc. HERITAGE SERIES: 1, 2, 3, 4, 5, 1968. Paperback; 145 pp. Black women's biographies for elementary and junior high students, social science, Black Studies and Women's Studies teachers.

E, JH, HS

BLACK WOMEN ACHIEVERS

This book consists of brief biographies and accompanying photographs of Black women achievers who currently work in the following career fields: the judiciary, politics, business, medicine and dentistry. These written sketches of successful women are intended to serve as an inspiration to girls and young women who will find a wide selection of role models here. While there is no index or table of contents, the biographies are arranged in alphabetical order within each of the five career areas. Order from Alpha Kappa Alpha Sorority, Inc., 5211 South Greenwood Avenue, N.W., Chicago, IL 60615. Free.

3. Banfield, Beryle, Robert B. Moore, Jane Califf and Cheryle Knox. WINNING "JUSTICE FOR ALL" (Student Edition), 1980. Developed by Women's Educational Equity Act Program, Department of Health, Education, and Welfare. Paperback; 144 pp. Social studies and language arts workbook for students (grades 5-6).

E, JH

SOCIAL STUDIES

This student workbook contains readings, activities and questions designed to tackle sex and race oppression as practiced in business, education, government and the media. Contents include U.S. History focused on women of all colors and on minority people, current social practices, language arts and some mathematics. Order from Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. 1-9 for $3.50 ea.; 10-29 for $3.25 ea.; 30 or more for $2.50 ea.

4. Banfield, Beryle, Robert Moore, Jane Califf and Cheryle Knox. WINNING "JUSTICE FOR ALL" (Teacher Edition), 1980. Developed by Council on Interracial Books for Children through Women's Educational Equity Act Program. Paperback; 113 pp. Social studies and language arts handbook for classroom teachers (grades 5-6), Title IX Coordinators, curriculum developers and teacher educators.

E, JH

TEACHERS

SOCIAL STUDIES

This handbook is designed to accompany the Student Edition of Winning Justice for All, a social studies/language arts curriculum developed to reduce students' racial and sex-role stereotypes and to increase their awareness of why and how to combat sexism and racism. The Teacher Edition contains background reading on these topics, describes ways in which awareness of sexism and racism can be integrated into existing curricula and outlines the basic skills to be developed in using this material. A glossary, student and teacher bibliographies and 35 detailed lesson plans are also included. Print materials are supplemented by three filmstrips: 1) "The Secret of Goodasme" uses space creatures to discuss what stereotypes are, why they cause harm and how they are used to justify unfair treatment of women and minorities; 2) "An Equal Chance" shows, in cartoon style, the effect of institutionalized discrimination based on sex and/or race and suggests some solutions; and 3) "Fighting Discrimination" describes, through a dialogue between Sojourner Truth and a modern young boy, tactics found to be useful in ending discrimination. The story concludes as the boy makes plans for achieving sex equity in the school. Order from Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023. $70.00 includes: 1) Student Workbook, 2) Teacher's Edition, and 3) Three sound/color filmstrips.

5. Calabrese, Marylyn E. BECOMING SEX FAIR (STAGE THREE MANUAL: REVISING THE CURRICULUM), 1979. Developed by Tredyffrin/Easttown School District, Berwyn, PA through Women's Educational Equity Act Program. For 3-ring binders; 408 pp. Curriculum development for elementary and secondary school administrators, teachers, counselors, curriculum specialists, parents, students, pre- and in-service education.

E, JH, HS

SEX-FAIR CURRICULUM

Becoming Sex Fair is a four-volume set developed by The Tredyffrin/Easttown School District in Pennsylvania, under a federal grant, as A Comprehensive Model for Public School Districts. This volume is the fourth in the series. The manual outlines a process for educators and others to use for sex-fair revision of elementary and secondary school curricula. It provides agendas, tasks and resource lists for conducting workshops with curriculum revision committees. Easily usable sex-fair teaching materials are included for most subjects and grades (K-12), ranging from Language Arts and Music to Business Education and Home Economics. The classroom materials were all developed and tested by classroom teachers. The content plus the flexible, looseleaf format of these materials makes them an extremely valuable addition to any educator's repertoire. Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $8.50.

6. Carlson, Dale. GIRLS ARE EQUAL TOO: THE WOMEN'S MOVEMENT FOR TEENAGERS, 1973. Paperback; 146 pp. Social studies and guidance information for junior high students, teachers, parents.

JH

AWARENESS, SOCIAL STUDIES, GUIDANCE

Both girls and boys will find this book with its fast-moving narrative and clever illustrations to be a memorable introduction to the concept of sexism in our society. "The Way It Is" is the introductory section which identifies bias, stereotyping and discrimination in school, work, culture and the media. "How We Got This Way" identifies the roots of sexism in early history, describes the 19th Century feminist movement and the "feminine mystique" era of recent times. A final section, "What You Can Do About It," is a guide for teenagers on how to grow up and become "equal human beings." Order from Atheneum Books, Trade Sales Department, 597 Fifth Avenue, New York, NY 10017. $1.95.

7. Davis, Enid. THE LIBERTY CAP: A CATALOGUE OF NONSEXIST MATERIALS FOR CHILDREN, 1977. Paperback; 236 pp. Non-sexist materials for librarians, reading teachers.

E, JH

EDUCATOR RESOURCES

This catalogue describes and evaluates books, serials, films, photos, recordings, games, toys, readings and resources by grade level for parents and professionals. It contains a comprehensive list of children's materials, complete with annotations, author's evaluations, professional journal assessments, and prices. Discretion should be used since not all materials included are free of racial and sexual bias. Order from Academy Press, Ltd., 360 North Michigan Avenue, Chicago, IL 60601. $4.95.

8. Dee, Ruby, Narrator. WHAT IF I AM A WOMAN? (Volume 1), 1977. Record; 33 1/3 rpm. U.S. History, Black Studies and Women's Studies for junior high students, teachers, parents.

JH

WOMEN'S HISTORY

Record

These writings and speeches of Black women on the subject of women's rights are a vital addition to materials used in U.S. History classes. Women such as Maria Stewart, the first native-born American woman to speak in public and leave behind her written speeches; Sojourner Truth, who saw women's rights and abolition as part of the battle for human rights; Sarah Parker Remond, who pointed out how the slave system held back the progress of poor whites as well as Black people; and Mary Church Terrell, speaking about the accomplishments of Black women in education, social services, and political agitation and about the key role in the struggle for women's rights played by Frederick Douglass are rarely included in standard history curricula. Such information is necessary to clearly understand our history. These women are presented here as living people, whose words may be heard as read by a premier Black woman artist and writer, Ruby Dee. Order from Folkways, 43 West 61st Street, New York, NY 10023. $7.98.

9. dePaola, Tomie. OLIVER BUTTON IS A SISSY, 1979. Paperback; 48 pp. Fiction-reading/social studies for elementary students (K-3).

E

FICTION, AWARENESS

Oliver Button was called a sissy. He didn't like to do things that boys are supposed to do. Oliver would rather read, sing and dance than play ball. He withstands teasing about his dance lessons and finally performs in a talent show - where he almost wins. When the other children now write, "Oliver Button is a star!" children learn that there is more than one way of winning - and many positive options for their own choices. The book is suitable for independent reading, teacher reading to class, or as a stimulus for class discussions. Order from Harcourt Brace Jovanovich, Inc., Trade Order Department, 757 Third Avenue, New York, NY 10017. $2.45.

10. Educational Challenges, Inc. TODAY'S CHANGING ROLES: AN APPROACH TO NON-SEXIST TEACHING, 1974. For 3-ring binder; 108 pp. Non-sexist teaching and teacher resources for teachers (K-12).

E, JH, HS

AWARENESS LESSONS

This teacher resource contains direct-use, curriculum-related activities designed to raise students' awareness of sex stereotyping in the popular media, in careers, in the writing of history, in psychology and in the economy. Sections include exercises geared for students from the elementary through the secondary levels and may be easily duplicated in class sets. Order from Resource Center on Sex Equity, 400 North Capitol Street, N.W., Washington, DC 20001. $4.00.

11. Ernest, John. MATHEMATICS AND SEX, 1976. Reprint from AMERICAN MATHEMATICAL MONTHLY, 83(8) 595-614, Oct.; 20 pp. Pamphlet on mathematics avoidance for K-9 counselors and mathematics teachers, parents, administrators.

E, JH, HS

MATHEMATICS, GUIDANCE

This pamphlet reviews and analyzes existing research on the subject of mathematics avoidance by girls and women and includes 81 entries in the bibliography. The author reports on the outcome of his own research which shows that boys and girls like mathematics equally well as a school subject, even though more girls than boys avoid advanced courses in math; that fathers more frequently help their children with math homework and mothers more frequently with all other subjects; and that teachers generally expect boys to be superior math students over girls. The author points out areas for future research and describes several innovative programs for increasing girls' interest and participation in mathematics. Order from Mathematical Association of America, 1529 18th Street, N.W., Washington, D.C. 20036. Free.

12. General Electric Company. THE WORLD OF WORK: A GENERAL ELECTRIC COMMUNICATIONS PROGRAM, 1979. Five booklets and 6 posters in a folder with pockets. Packet on careers for students, guidance counselors, teachers (K-9).

E. JH, HS

CAREERS, AWARENESS

Posters

This packet was designed to help students survey occupations and plan for careers. The brightly-colored booklets display photographs of women and men working together in a variety of career settings. Two of the booklets are of general interest and deal with work and career planning. The other three booklets are more specific, describing particular careers in engineering, business and technical fields. The multi-colored posters show young people engaged in hobbies and past-times. Below the photographs are discussions of how young peoples' interests and activities may be extended to adult career interests. These materials are multiracial and non-sexist. Order from General Electric Company, Educational Communications Programs, WID2, Fairfield, CT 06431. Free.

13. Grady, Walteen, Jill Moss Greenberg and Mary Jo Strauss. SEX EQUITY IDEABOOK FOR THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS, 1980. Developed by the Educational Equity Institute, The American University through Equal Education Opportunity Programs, Department of Education. Paperback; 182 pp. Sex-fair lesson plans and teacher aids for educators in the District of Columbia Public Schools.

E, JH, HS

TEACHING AIDS

This publication is a potpourri of exemplary, locally-developed teacher aids on educational sex equity. An introductory section contains informational and awareness materials suitable for in-service training of educators. A second section contains innovative materials developed for direct student use in social studies, mathematics and science classes. Biographies of a number of famous women achievers and ideas about how to use these in the classroom are of particular note. A final section contains lesson plans prepared and implemented by District of Columbia Public School teachers, counselors, and librarians during the 1979-80 school year as part of their training through the Educational Equity Institute. Order from Mid-Atlantic Center for Sex Equity, Foxhall Square Building, 3301 New Mexico Avenue, N.W., Room 252, Washington, D.C. 20016 or call (202) 686-3511.

14. Grant, Anne and Pat Sullivan. VENTURE BEYOND STEREOTYPES: A WORKBOOK FOR TEACHERS CONCERNED ABOUT SEX-ROLE STEREOTYPING, 1979. Developed by New York City Board of Education through Women's Educational Equity Act Program, Department of Health, Education, and Welfare. Paperback; 54 pp. Inservice training, teacher resource and sex-role stereotyping guide for elementary and junior high teachers, counselors, librarians, teacher trainers, administrators.

E. JH, HS

INSERVICE TRAINING

This guide to inservice training on sex-role stereotyping describes activities for group interaction, discussion and planning. "Homework" projects for participants are included. Resources are listed for lessons in each of eight areas: Masculine and Feminine Mystique, Language/Textbooks, Classroom Practices, Early Childhood, Athletics, Career Guidance and Cultural Values. Numerous direct-use activities are included; for example, personal attitude inventories, checklists for evaluating sexism in texts, charts for analyzing biased practices in classrooms, etc. Order from Education Development Center, 55 Chapel Street, Newton, MA 02160. $1.25.

15. Guttentag, Marcia and Helen Bray. UNDOING SEX STEREOTYPES, 1976. Paperback; 342 pp. Sex role research, curriculum resources for guidance counselors, school administrators, classroom teachers.

E, JH, HS

CHANGING ATTITUDES

This useful book details the process and research results of a six-week, non-sexist, intervention program conducted with students in Kindergarten, fifth grade and ninth grade. The project, funded by the Ford Foundation, began with teacher training sessions and obtained significant information regarding children's sex-role attitudes and the potential for educators to change students' sexist attitudes into sex-fair perspectives. As a result of these findings, the book contains excellent curriculum packages which have been evaluated for practicality and effectiveness through actual classroom use. Curricular materials are complete and easy-to-use. Activities include both awareness and subject content and range from occupational role-playing and choosing gifts at the Kindergarten level to organized debates, history, and media analysis at the junior high level. To assist educators, background materials, lists of resource agencies, and annotated bibliographies are included. All are geared toward enabling educators to develop workable programs consistent with the project's exciting finding that sex-role concepts are essentially malleable and that "even brief attempts to expand them away from narrow cultural stereotypes can yield fruitful results from children of all ages." Order from McGraw-Hill Publishers, Order Department, Princeton-Highstown Road, Highstown, New Jersey 08520. $5.95.

16. Hochschild, Arlie Russell. COLEEN THE QUESTION GIRL, 1974. Paperback; 30 pp. Reading, social studies for elementary students (grades 4-6).

E

READING, AWARENESS

Coleen liked to ask questions - all the time - they just kept popping out of her head! Finally Coleen becomes the official "Question-Asker in Residence" at the University. Soon everyone else starts asking questions too and stops rushing to watch television. They begin to build swings and ride bikes instead. At the end, Coleen decides that it might be even more fun to find answers. This active, inquisitive heroine helps children and adults alike question their roles and their priorities. Excellent for reading and as a catalyst for discussions and projects. Order from The Feminist Press, SUNY/College, Box 334, Old Westbury, New York 11568. $3.50.

17. Hopke, William E. and Barbara M. Parramore. CHILDREN'S DICTIONARY OF OCCUPATIONS, 1977. Paperback; 104 pp. Career development for elementary and junior high students, teachers, counselors (grades 3-7).

E, JH

CAREERS
DICTIONARY

This dictionary briefly describes several hundred careers; each is accompanied by an illustration. The authors attempted to present non-racist, non-sexist options by mixing people of differing races and sexes in traditional and nontraditional careers. The careers depicted include several from each of 15 career "clusters": Agriculture (Agri-Business), Business and Office, Communications and Media, Construction, Fine Arts and Humanities, Home Economics (includes Consumer Education, Health, Hospitality and Recreation), Manufacturing, Marine Science, Marketing and Distribution, Natural Resources and Environment, Personnel Services and Transportation. The dictionary is a good, direct-use, student reference for career exploration in the intermediate grades. A companion Duplicating Master Activity Book is also available. Order from Career Futures, Inc., 1740 Cherry Street, Philadelphia, PA 19103. $7.50.

18. Hopke, William E. and Barbara M. Parramore. CHILDREN'S DICTIONARY OF OCCUPATIONS, DUPLICATING MASTER ACTIVITY BOOK, 1977. Paperback; 16 pp. Career development materials for teachers, counselors (grades 3-7).

E, JH

CAREER
AWARENESS
ACTIVITIES

The Duplicating Master Activity Book contains Activity Sheets ready to be reproduced and used independently or to accompany the Children's Dictionary of Occupations. The Activity Sheets have individualized exercises in Career Awareness and Dictionary Skills. They are constructed to help students begin to look at jobs in terms of the personality and ability characteristics which are required. Each activity is geared to be easily incorporated as part of a unit or project. Suggestions given for related class activities include: Class Job Fair, Class Newspaper/Newscast, Collages, Charades, What's My Line?, Improvisational Scripts, Skits and Career Displays. Order from Career Futures, Inc., 1740 Cherry Street, Philadelphia, PA 19103. $9.95.

19. Jenkins, Jeanne Kohl and Pam MacDonald. GROWING UP EQUAL, 1979. Paperback; 214 pp. Early childhood and sex equity awareness handbook for teachers (P-3), parents.

E

AWARENESS RESOURCES

Growing Up Equal is a lively, illustrated handbook of resources and activities to enable parents, teachers and others working with young children to help them develop in a relatively non-sexist environment. The book shows adults how to encourage creativity and independence. It shows children how to explore their abilities without being limited by outdated stereotypes based on their sex. The book's resources and activities are divided into six broad categories: Sex Identity, Influences, Play Skills, the Feelies, Living Skills and Career Skills. Included are listings of non-sexist toy companies and publishers, feminist bookstores, and a bibliography of non-sexist references. Order from Prentice-Hall Publishing Company, 200 Old Tappan Road, Old Tappan, NJ 07651. $7.95.

20. Johnston, Johanna. THEY LED THE WAY: 14 AMERICAN WOMEN, 1973. Paperback; 126 pp. History, Social Studies materials for students (4-9th grade reading level).

E, JH

WOMEN'S BIOGRAPHIES

This compilation of biographies of 14 American women will give students a beginning idea of the variety of talents, skills and struggles of women in U.S. history before the 19th Amendment was passed, recognizing the right of most women to vote. Unfortunately, women of American Indian, Hispanic or Asian-American heritages are not present, though they, too, played a vital role in the early history of this country. Therefore, other sources should be sought to supplement this material to present a more complete picture of women in the U.S. Included in this book are Anne Hutchinson, Anne Bradstreet, Lady Deborah Moody, Phyllis Wheatly, Abigail Adams, Emma Willard, Ernestine Rose, Elizabeth Blackwell, Elizabeth Cady Stanton, Harriet Beecher Stowe, Clara Barton, Victoria Woodhull, Nellie Bly, and Carrie Chapman Catt. While these biographies may be read by students at 4th grade level and up, students from grades 1-3 would find hearing them interesting and thought-provoking. Order from Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, NJ 07632. $1.25.

21. Jordan, June. FANNIE LOU HAMER, 1972. Paperback; 40 pp. Reading, social studies for elementary students.

E

SOCIAL STUDIES, BIOGRAPHY

The courageous and inspiring story of the life of the Black Mississippi sharecropper who became a civil rights activist in the late 1960s is told vividly. Many color and black and white illustrations will help to hold the attention of 4-6 grade students as they read this book. Younger students will enjoy hearing the rich language describing the life of this great woman. Order from Harper and Row, Keystone Industrial Park, Scranton, PA 18512. $1.45.

22. Kling, Susan. FANNIE LOU HAMER, 1979. Paperback; 56 pp. History, social studies, English for junior high students.

JH

BIOGRAPHY, HISTORY

This biography tells the swiftly moving story of a Black Mississippi sharecropper who became a nationally-known civil rights leader. Descriptions of her courage in fighting poverty, racial discrimination and illness are inspiring and exciting. Photographs of Hamer add to the vibrancy and immediacy of this story. As history and as biography, Fannie Lou Hamer is fascinating reading. Order from Women for Racial and Economic Equality, 130 East 16th Street, New York, NY 10003. $3.50.

23. Lerner, Gerda, Editor. BLACK WOMEN IN WHITE AMERICA, 1973. Paperback; 630 pp. U.S. History and Women's Studies for social science teachers, students.

JH, HS

BLACK WOMEN'S HISTORY

The struggle of Black women in a white society is traced from early to modern times through written documents left by Black women and through interviews with the editor. Biographical data were combined with personal writings, correspondence, newspaper articles, bills of sale, speeches, etc. in this research. Contributions to this collection include some lesser known Black women slaves, factory workers, domestic workers, as well as famous Black women such as Mary C. Terrell, Mahalia Jackson, Mary McLeod Bethune and Shirley Chisholm. The book concludes with a critique of the literature on Black women's history and a selected list of writings by Black women. Order from Random House Publishers, Order Department, 400 Hahn Rd., Westminster, MD 21157 (800) 638-6460. $4.95.

24. Levine, Jim. MEN IN THE NURTURING ROLE. Eight 8" x 10" glossy photos and 1 poster. For use in social studies, family life, career education curriculum with elementary and junior high students, teachers, counselors, parent/community groups.

E, JH

MALE ROLES

Photos

These natural, unposed photographs of men in a variety of interactions with children appeal to both children and adults. The men are of varied age, racial and ethnic groups and are all shown in their real-life roles. The set was developed to help children understand that men are also responsible for and involved in nurturing. Men are shown feeding, hugging, diapering, teaching and painting with children. The poster has a series of 4 smaller pictures of a grandfather and grandchild. The photographs are excellent for use in bulletin boards or other displays, groups discussions, career exploration, family life or social studies units, or as stimulants for written work or class projects. Order from Women's Action Alliance, 370 Lexington Avenue, New York, NY 10017. $5.00.

25. Liggett, Twila Christensen, Patricia L. Stevens Romero, and Nan Schweiger Schmeling. THE WHOLE PERSON BOOK: TOWARD SELF-DISCOVERY & LIFE OPTIONS, 1979. Developed by the Nebraska Commission on the Status of Women through Women's Educational Equity Act Program, Department of Health, Education, and Welfare. For 3-ring binder; 245 pp. Careers and self-awareness information for counselors, teachers, administrators, secondary level students.

JH, HS

TEACHER RESOURCE

CAREERS, AWARENESS

This prize-winning collection of information about Title IX and description of activities aimed at ending sex discrimination in secondary school career counseling includes sections on self-exploration, decision making, and life planning. Each section contains a number of exercises with its own clearly stated goal, a description of how to conduct the activity, reproducible activity sheets, answer sheets and background information. The Facilitator's Guide, at the beginning of the book, is an orientation to educational sex equity and a guide to integrating these concepts into each aspect of the existing curriculum. Vari-colored pages and consciousness-raising Doonesbury cartoons make the guide fun to use. Required reading for all educators! Order from Education Development Center, 55 Chapel Street, Newton, MA 02160. $5.25.

26. Loewenberg, Bert James and Ruth Bogin. BLACK WOMEN IN 19TH CENTURY AMERICAN LIFE, 1976. Paperback; 355 pp. U.S. History and social studies resource for teachers.

E. JH, HS
TEACHER RESOURCE

HISTORY, SOCIAL STUDIES

A selection from the writings of two dozen representative Black women leaders of the past century, with a general introduction relating them to their forebears in colonial times and to their descendants in the 20th Century. Each selection is introduced with a biographical headnote, and there is a bibliography of works by or about these women and other Black women. The selections are grouped in four parts, emphasizing respectively: family relationships, religious activities, political and reformist movements, and education. The women represented in this book comprise a cross-section of historically significant Black women in the 19th Century. Ten were born free, eight were freed before the Civil War, and six were freed by the Emancipation Proclamation; eight were born in the North and sixteen in the South. Their names are Annie Louise Burton, Fanny Jackson Coppin, Cornelia, Ellen Craft, Silvia Dubois, Elleanor Eldridge, Elizabeth, Charlotte Forten Grimke, Frances Ellen Watkins Harper, Elizabeth Keckley, Lucy Craft Laney, Jarena Lee, Louisa Picquet, Ann Plato, Nancy Prince, Sarah Parker Remond, Amanda Berry Smith, Maria Stewart, Susie King Taylor, Sojourner Truth, Harriet Tubman, Ida Wells-Barnett, Fannie Barrier Williams. Though difficult reading for most students, adults may draw from the material written here to develop classroom activities about these women. Order from The Pennsylvania State University Press, 215 Wagner Boulevard, University Park, PA 16802. $7.95.

27. Matthews, Martha and Shirley McCune. TRY IT, YOU'LL LIKE IT!, 1978. Developed by Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education. Booklet; 57 pp. Non-sexist vocational education for vocational education students, teachers, counselors, parents.

E, JH, HS

VOCATIONAL EDUCATION OPTIONS

This booklet is designed to introduce students to vocational education training alternatives which are nontraditional for their sex. A series of exercises in seven sections includes interest exploration, working inside and outside the home exploring vocational education, and knowing and protecting one's legal rights. Students are encouraged to reexamine stereotypes and to choose career options that are right for them as individuals, regardless of their sex. Order from Resource Center on Sex Equity, Council of Chief State School Officers, 400 N. Capitol Street, N.W., #379, Washington, D.C. 20001. $1.00.

28. Maury, Inez, (Lady McCrady, Illustrator). MY MOTHER THE MAIL CARRIER/ MI MAMA LA CARTERA, 1976. Paperback; 32 pp. Fiction-reading/ social studies for K-3 students.

E

READING, CAREERS

A bilingual (Spanish/English) story about an irrepressible young girl, Lupita, and her mother, Mariana - the mail carrier. The book presents active, independent female roles for both mother and daughter in a single-parent household. Excellent for independent student reading, for teacher reading to class and as a stimulus for class discussions. Order from The Feminist Press, Box 334, Old Westbury, NY 11568. $3.50.

29. Menard, Sharon L. HOW HIGH THE SKY? HOW FAR THE MOON?, 1980. Developed by the Non-Sexist Child Development Project. For 3-ring binder; 131 pp. Science resources for science curriculum development specialists, science teachers, mathematics teachers, counselors.

E, JH, HS

SCIENCE, MATHEMATICS

This comprehensive and exemplary resource will be helpful in attracting girls' interest to science and making all students aware that women scientists have made significant contributions and discoveries. Outlines of 22 skills' activities appropriate for male and female science students (K-12) are presented. A few elementary exercises in mathematics and statistics are included. A "Career Guide" describes jobs in science, engineering and some technical fields not requiring college training, and lists career information resources. The "Role Models" section presents annotated lists of women scientists with their achievements and includes brief autobiographies of six women currently employed in various science fields. The final section is a list of sex-fair print and non-print instructional materials with symbols indicating appropriate levels of usage. Order from Education Development Center, 55 Chapel Street, Newton, MA 02160. $3.00.

30. Mitchell, Joyce Slayton. I CAN BE ANYTHING: CAREERS AND COLLEGES FOR YOUNG WOMEN, 1978. Paperback; 323 pp. Career planning guide for junior high students, guidance counselors, parents.

JH, HS

CAREERS

This guide describes approximately 175 different careers from a women's perspective. Each career is introduced by a section, "What's it Like to Be a _____?," based on interviews and reports from women working in the field. For each career area, information is provided on what education is necessary and where it is available, how many women work in the field, its future for women, salaries and additional resources. The careers described require a range of educational backgrounds from high school vocational education to advanced graduate training. For each field having a college degree prerequisite, the ten colleges with the most women graduates in that field are listed. Photographs of women working in a variety of jobs are included. The Occupational Outlook Handbook was a resource for much of the career information, but the author has successfully "repackaged" this into a book with a useable and interesting format appealing to teen-age girls. Order from Bantam Books, Order Department, 666 Fifth Avenue, New York, NY 10019. $2.75.

31. Mitchell, Joyce Slayton. THE MEN'S CAREER BOOK: WORK AND LIFE PLANNING FOR A NEW AGE, 1979. Paperback; 305 pp. Career planning information for junior high students, guidance counselors, parents.

JH, HS

CAREERS

This book has an introductory section to help young men examine and weigh career options and to plan for their career development. Young men are encouraged to plan a life style that will include an egalitarian marriage and family life, as well as a rewarding career. The main part of the book provides specific information about careers -- a description of the work and the working environment, the education needed, salary, number of persons in the field, job future and additional resources. The careers are divided into "Career Clusters" to facilitate reference. A series of photographs shows men of various racial and ethnic backgrounds on their jobs and in some cases working with women and/or children. The book contains a detailed table of contents, a job index and addresses for obtaining additional information on specific careers. Order from Bantam Books, Order Department, 666 Fifth Avenue, New York, NY 10019. $2.25.

32. National Science Foundation Office of Planning and Policy Analysis. INCREASING THE PARTICIPATION OF WOMEN IN SCIENTIFIC RESEARCH, 1978. Pamphlet; 20 pp. Science careers resource for counselors, junior high science teachers, students.

JH, HS

SCIENCE CAREERS

An interestingly written publication which highlights an October 1977 conference, "The Participation of Women in Scientific Research," and contains information derived from the personal experiences of women who work in life, physical or social science fields. The narrative describes opportunities and barriers to opportunities encountered by women scientists who were recently educated and are currently employed in occupations in which women are greatly underrepresented. Counselors and junior high teachers wanting to encourage and advise girls to explore science careers will find this a useful resource. One page describes research and resources on minority women in science. A number of photographs of women and men scientists, a list of women scientists, a tribute to Margaret Mead and charts illustrating the educational and employment status of women in science could be adapted to counseling and classroom situations. Order from National Science Foundation, Washington, D.C. 20550. Free.

33. O'Toole, Cathleen M., Editor. BEING A MAN: A UNIT OF INSTRUCTIONAL ACTIVITIES ON MALE ROLE STEREOTYPING, 1980. Developed by David Sadker, The American University. For 3-ring binder; 106 pp. Resource on male role stereotyping for curriculum development specialists, teachers (K-9).

E, JH, HS

MALE SEX ROLE ACTIVITIES

The materials in this manual are intended to supplement the existing classroom materials which address only the problems surrounding female sex-role stereotyping and discrimination. An introductory section provides teachers with basic information on male role stereotyping and also includes transparency masters for use in classroom presentations. The major part of the manual consists of eight lessons on the male role stereotype. A variety of games, activities and discussion questions designed to make students aware of male role stereotyping is contained in the lessons. A bibliography of classroom materials on female role stereotyping concludes the book. This publication contains many innovative ideas and approaches which can be adapted for teaching students about sexism. A table of contents or index would have made the manual more convenient to use. Order from Ohio Distributive Educational Materials Laboratory, 123 Townshend Hall, 1885 Neil Avenue, Columbus, OH 43210. $3.00.

34. Perl, Teri. MATH EQUALS: BIOGRAPHIES OF WOMEN MATHEMATICIANS + RELATED ACTIVITIES, 1978. Paperback; 250 pp. Mathematics and history resource for K-9 curriculum developers, mathematics and social science teachers, students.

E, JH, HS

MATHEMATICS
HISTORY
BIOGRAPHY

Biographies of nine women mathematicians who lived at various periods in history between the Fourth and Twentieth Centuries serve as introductions to nine chapters of mathematical problems and activities related to the life work of each. The book was written to help girls become interested in mathematics and one chapter deals with the underrepresentation of women working in the field. Detailed instructions, drawings and discussions of a number of mathematical exercises are presented; these could be incorporated into various aspects of the K-9 mathematics curriculum or could serve as independent projects for interested students. A number of the activities give practice in working in three dimensions and could help students to develop spatial visualization skills. Order from Addison-Wesley Publishing Company, South Street, Reading, MA 01867. $9.60.

35. Phelps, Ethel Johnston, Editor. TATTERHOOD AND OTHER TALES, 1978. Paperback; 164 pp. with audiocassette of one tale. Fiction for ages 10 to adult.

E, JH, HS

FICTION

Audiocassette

These exciting tales of magic and adventure forge the missing link in the centuries-old chain of folk and fairy tales by retelling traditional stories woven in the past by women storytellers. Many of the stories are over a thousand years old. They complement most commonly-known tales by portraying active, courageous women and girls in the leading roles rather than in minor or subservient roles. Both heroes and heroines are depicted as human and vulnerable, capable of energy, resourcefulness, cleverness, and decision-making. The stories fall into several categories: Romantic Tales, Tales of Relationships, Tales of Family and Community, Tales of Wit and Humor, Tales of Old Women, and Tales of Independent Women. All are suitable for pleasure reading and classroom use. Supplemental information in the volume makes it a rich resource for educators and parents. The Introduction details the history and nature of folk and fairy tales discussing recurring features such as the supernatural, violence and the heroine's "beauty." Endnotes following each story amplify its content and history. Finally, the book concludes with two sections, Notes on the Tales and Suggested Reading. This is a treasure for all ages. Each Mini-Collection contains one of the three audiocassettes: Humorous Tales, Tales of Magic and Enchantment, or Tales of Courage. Order from The Feminist Press, Box 334, Old Westbury, NY 11568. Book: $5.95; Audiocassettes: $6.95 ea. or 3 for $20.00.

36. Rivers, Caryl, Rosalind Barnett, and Grace Baruch. BEYOND SUGAR AND SPICE: HOW WOMEN GROW, LEARN AND THRIVE, 1979. Hardcover; 333 pp. Parenting, girls' education and sex role research for parents, educators at all levels and daughters of any age.

E, JH, HS

AWARENESS, SOCIALI-ZATION

This monograph, based on the authors' extensive research and experience being daughters and rearing daughters, provides important and practical information on the development and education of girls and women. The authors have sifted through extensive research, identified many significant findings and organized these into 14 chapters which progress from discussion of development factors in infancy to analyses of adult work-life achievements and experiences. Half of the chapters conclude with a "Nuts and Bolts" section that translates the research into practical applications for parents and also for women concerned with their own life-planning. The interaction of sexism and racism is not dealt with in this publication. Order from G.P. Putnam's Sons, 200 Madison Avenue, New York, NY 10016. $10.95.

37. Ruthsdotter, Mary and Molly MacGregor. WOMEN'S HISTORY WEEK: INFORMATION PACKET FOR CLASSROOM TEACHERS, 1978. Developed by Sonoma County Commission on the Status of Women. For 3-ring binder; 64 pp. History and social studies materials for educators, parents, students (K-12).

E, JH, HS

HISTORY, AWARENESS

This packet of materials and activities is designed to facilitate the observance of Women's History Week, generally designated as the week preceding and including International Women's Day, March 8. Compiled by a number of educators and civil rights activists in California, the packet: 1) brings together bibliographies on women for elementary and secondary schools, 2) lists print and non-print resources on women for classroom use, and 3) describes activities geared to raise awareness of women's role in society. Biographies of famous women activists in our past and recent history are included with study guides and discussion questions. The packet includes activities in Sports, History, English, Art, Social Studies, Career Development, Government, Drama and Ethnic Studies; in short, there's something here for all subjects, all levels. Order from National Women's History Project, P. O. Box 3716, Santa Rosa, CA 95402. $5.00.

38. Shaffer, Susan and Barbara Gordon. RESOURCE NOTEBOOK, 1980. Paperback; 200 pp. Resources in sex equity for Title IX Coordinators, school counselors, administrators, librarians, classroom teachers.

E. JH, HS EDUCATORS

SEX EQUITY RESOURCES

This directory describes specific resources on educational sex equity and organizations providing those resources throughout the United States. It contains a complete list of commissions for women in the United States and the major providers of sex equity services, their histories and descriptions of their work. Indexes refer to organizations, subjects and services by organization. Order from the Mid-Atlantic Center for Sex Equity, Foxhall Square Building, 3301 New Mexico Avenue, N.W., Suite 252, Washington, D.C. 20016. Call 686-3511 for current price information.

39. Sprung, Barbara. NON-SEXIST EDUCATION FOR YOUNG CHILDREN: A PRACTICAL GUIDE, 1975. Paperback; 115 pp. Early childhood education guide for elementary teachers, parents.

E

AWARENESS, CURRICULUM

This practical guide describes how to avoid sexist language and counteract negative social influences such as the stereotypes children see in TV programs and commercials. The author details how this can be done simply and inexpensively by creating non-sexist environments such as housekeeping, cooking, block and workshop areas. .using learning materials that show both females and males in nurturing and active roles. . .and how to make or buy non-sexist class materials, games and audio-visuals. The five (field-tested) units of study are: Families, Jobs People Do, The Human Body, Homemaking and Sports. Order from Women's Action Alliance, 370 Lexington Avenue, New York, NY 10017. $3.25.

40. TABS. TABS. . .AIDS FOR ENDING SEXISM IN SCHOOL. Quarterly journal and posters. Sex equity materials for teachers, counselors, librarians, media specialists, administrators.

E. JH, HS

IDEAS

Periodical
Posters

TABS is a quarterly journal which is chock-full of lesson plans, information, and a Readers' Idea Exchange, all aimed at providing teachers with easy-to-use materials for ending sexism. Each issue contains two 11" x 14" posters depicting important sex equity role models and concepts. Posters range from Fannie Lou Hamer and Women Firefighters to the Equal Rights Amendment (ERA). TABS is current and relevant. It is a valuable, ongoing reference for teachers and provides complete sex-fair lesson plans and units on topics ranging from Women in Science to Should Boys Wash Dishes? Order from TABS, 744 Carroll Street, Brooklyn, NY 11215. $2.50 single copies; $8.50/year, individual; $17.00/year, institution.

41. Thomas, Marlo, et. al. FREE TO BE YOU AND ME, 1974. Paperback; 143 pp. Music, career education, family living, social studies, language arts for children of all ages, shapes, sizes, colors and sexes.

E, JH

AWARENESS
ACTIVITIES,
MUSIC

Initiated by Marlo Thomas as a gift to her niece, this book grew into the well-known television show and record with the same name. It is a book of adventure, opening new possibilities for growth and change through song, story, skit and poetry. Content ranges from "William's Doll" by Charlotte Zolotow to "Three Wishes" by Lucille Clifton. Boldly and imaginatively illustrated, this volume contains material which counteracts sex-role stereotypes for both females and males. Through its obvious enthusiasm and presentation of positive options, Free To Be You and Me offers a supplement to traditional materials which will delight children of all ages. Order from McGraw-Hill Publishers, Princeton-Highstown Road, Highstown, NJ 08520. $5.95.

42. Thomas, Marlo, et. al. FREE TO BE YOU AND ME, 1974. Record (companion to book); 33 1/3 rpm. Music, career education, social studies, language arts for children of all ages, shapes, sizes, colors and sexes.

E, JH

AWARENESS
ACTIVITIES,
MUSIC

Free To Be You and Me is a delightful, award-winning album containing the songs from the well-known television program with the same name. The record is designed for use by "children of all ages, shapes, sizes, colors and sexes." Initiated by Marlo Thomas, the album includes songs and skits performed by various artists, including Diana Ross, Mel Brooks, Harry Belafonte, Dick Cavett, Alan Alda, Diana Sands, Carol Channing, Tom Smothers and Rosey Grier. It includes a 12-page illustrated Lyric Booklet. Each song is aimed at aiding children to explore, without sex-imposed stereotypes, all the feelings, ideas, play and career options which relate to their interests and abilities. It aids children to become attuned to their own uniqueness as it amusingly and musically breaks down artificial barriers for both females and males. Among the most appealing segments are the "Boy Meets Girl" skit performed by Marlo Thomas and Mel Brooks and "It's All Right to Cry" sung by Rosey Grier, better known as an athlete. Order from: 1) Arista Records, 1776 Broadway, New York, NY 10019 (wholesaler); 2) MS. Foundation, 370 Lexington Avenue, New York, NY 10017. $7.50.

Record

43. Tobias, Sheila. OVERCOMING MATH ANXIETY, 1978. Paperback; 284 pp. Mathematics avoidance, "math anxiety" information for counselors, K-6 teachers, K-9 mathematics teachers, parents.

E. JH, HS

MATHEMATICS,
COUNSELING

This easy-to-read and fascinating book deals with an important educational issue -- "mathematics avoidance." How this malady particularly affects girls and women in the subject of one chapter and is dealt with in various ways throughout the book. Chapters on word problems, "Everyday Math" and "Sunday Math" creatively present examples and applications of common mathematics problems that should interest "math anxious" teachers and parents, as well as mathematics teachers. A final chapter gives practical advice for adults wishing to become more comfortable in their use of mathematics and lists a number of facilities/resources where assistance is available. Interesting cartoons, drawings and problem examples which might be used in the classroom accompany the narrative. Order from Houghton-Mifflin Company, Pennington - Hopewell Road, Hopewell, NJ 08525. $5.95.

44. Tyler, Karen Beyard and Allen Pace Nilsen. PROMOTING EDUCATIONAL EQUITY THROUGH SCHOOL LIBRARIES, 1978. Developed by Arizona State University through Women's Educational Equity Act Program. Seven manuals including Instructor's Guide, Equity Activity Book and 5 modules. Educational equity in library science for school librarians, pre-service and in-service media specialists, elementary and secondary teachers, administrators.

E, JH, HS

LIBRARIANS

School Librarians/Media Specialists are core resource persons for both staff and students. Promoting Educational Equity through School Libraries is designed to assist Librarians/ Media Specialists and library educators in using their unique positions to encourage and promote educational equity within their schools. Its five training modules are suitable for in-service or pre-service training of school media personnel. They will enable the acquisition of skills in relevant sex equity competencies such as: awareness of critical educational and material issues; identifying sexism and sex-fair materials; assessing existing information collections and building sex-fair collections; and promoting equity through new library practices and procedures, through work with pupils, and through consulting activities with school personnel. Specific examples and techniques are provided for building sex-fair school libraries, including detailed information on cataloguing, language usage, analyzing and supplementing reference materials, guiding research, preparing displays, disseminating information and designing in-service workshops. This series includes a complete set of materials ready for use. The modules may be used sequentially or individually. The sections on supplementing resource materials, guiding student research, and use of language are important for other educators as well. Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $4.75.

45. U.S. Commission on Civil Rights. FAIR TEXTBOOKS: A RESOURCE GUIDE (Clearinghouse Publication 61), 1979. Developed by Office of Research, U.S. Commission on Civil Rights. Paperback; 430 pp. Textbooks (non-biased) list for textbook selection committees, teachers, administrators.

E, JH, HS

RESOURCES, TEXTBOOKS

This publication is a comprehensive list of all types of bias-free educational resources for K-12 and is divided into sections on Material Resources, Procedural Resources, Directories and Organizational Resources. Each section has indexes under the following headings: both males and females, females, minority females, minority males, handicapped persons, each racial minority (Asian, Black, Hispanic and Native American) and white ethnic minorities. Some entries are annotated; all indicate the appropriate grade levels and provide ordering information and addresses. Prices are included for some, but not for all materials. Order from U.S. Commission on Civil Rights, Publications Warehouse, 621 North Payne Street, Arlington, VA 22314. Single copy free.

46. U.S. Commission on Civil Rights. SEXISM AND RACISM: FEMINIST PERSPECTIVES, 1974. Special issue from CIVIL RIGHTS DIGEST, 6(3), Spring; 81 pp. Minority women issue for all teachers, counselors.

E, JH, HS

MINORITY WOMEN

Two introductory chapters -- one on feminism and one on racism and sexism -- provide the background for eight articles describing the status and concerns of Chicanas, Puerto Rican, Native American, Asian American and Afro-American women. Numerous photographs and lists of relevant organizations and publications are included. Order from U.S. Commission on Civil Rights, Publications Warehouse, 621 North Payne Street, Arlington, VA 22314. Single copy free.

47. U.S. Commission on Civil Rights. WINDOW DRESSING ON THE SET: WOMEN AND MINORITIES IN TELEVISION, 1977. Paperback; 181 pp. Sexism and racism in the media for curriculum developers, media specialists, teachers, parents.

E, JH, HS

INEQUITY IN THE MEDIA

This comprehensive analysis of the appearance and portrayal on television of women and racial and ethnic minorities, describes and exemplifies all forms of bias and discrimination in the television industry and its productions. Since many children have years of exposure to television before entering school, educators can, through this document, learn something of the distorted view which many students have about the gender and racial composition of society and of personal characteristics of women and minorities. This publication should be helpful to persons who prepare, review and disseminate instructional materials as it clearly shows the nature of bias, how it is incorporated into a system and propagated by persons unaware of its existence or its implications for large numbers of citizens. This report is well-documented, containing many tables of data and charts and a detailed table of contents and appendices. Order from U.S. Commission on Civil Rights, 621 North Payne Street, Arlington, VA 22314. Single copy free.

48. Women on Words and Images. GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS, 1979. Developed by Bureau of Occupational and Adult Education, Department of Health, Education and Welfare. Booklet with two pamphlets; 32 pp. Vocational education guidelines for career education teachers, administrators, all K-9 teachers, counselors.

E, JH, HS

SEX FAIR MATERIALS, VOCATIONAL EDUCATION

Guidelines for preparing sex-fair educational materials and for evaluating sex-fairness of existing materials are outlined. Numerous examples to assist the user are provided. Areas for which sex-fair guidelines are presented include language, occupational and social roles, physical appearance, audio and visual materials. One of the accompanying pamphlets is a six-page checklist for evaluating materials. The other provides "Guidelines for the Creative Use of Biased Materials in a Non-Biased Way" and is especially useful where older texts and instructional materials have not yet been replaced by newer ones free from sex-bias. Order from The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210. Free.

49. Women's Action Alliance. COMMUNITY HELPERS, 1974. Twelve, 10" tall, cutout, cardboard figures. For students (grades P-3).

E

Cutout Figures

This set of multi-ethnic figures illustrates male and female working people in traditional and nontraditional occupations. Order from Nonsexist Child Development Project, Women's Action Alliance, 370 Lexington Avenue, New York, NY 10017.

50. Women's Action Alliance. PEOPLE AT WORK. Photos; 8" x 10". Illustrations of careers, equal opportunity for students (K-12), teachers, counselors, media specialists, vocational educators, parents/community.

E, JH, HS

CAREERS, SOCIAL STUDIES

Photos

These sturdy photographs present the world of work as a place where women and men participate in an enormous variety of non-stereotyped jobs. They show that children have a wide range of options to consider for their future. Female firefighters and pathologists and male tailors and nurses are among those pictured. The photographs are multi-ethnic and non-sexist. They are suitable for use in bulletin boards, learning centers or other displays, group discussions, career exploration, social studies units or as stimulants for written work or class projects. Order from Women's Action Alliance, 370 Lexington Avenue, NY 10017. $7.00.

51. Women's Action Alliance. RESOURCE PHOTOS FOR MAINSTREAMING - CHILDREN. Glossy black and white photographs; eight 11" x 14". Illustrations of mainstreamed, disabled children for use with disabled and non-disabled students, teachers, counselors, administrators, parent/community groups.

E

DISABILITY AWARENESS

Photos

Designed to enhance mainstreaming programs, these multiracial, non-sexist photographs show young disabled children with a variety of disabilities in classroom and out-of-doors interactions with their non-disabled peers. Photographs include typical scenes in areas such as reading, playground activity and dramatic play. The set includes an 11" x 14" poster containing four pictures of an interracial family with a physically disabled mother. The photographs provide children with role models of the disabled and can be used in numerous ways, including: 1) to prepare children in a non-mainstreamed class for the mainstreaming process; 2) as a catalyst for discussions or field trips; and 3) as visual displays on bulletin boards or in learning centers. A companion set contains photographs of adults with various disabilities. Order from Women's Action Alliance, Inc., Non-Sexist Child Development Project, 370 Lexington Avenue, New York, NY 10017. $6.50

52. Women's Action Alliance. RESOURCE PHOTOS FOR MAINSTREAMING - ADULTS. Glossy black and white photographs; six 11" x 14". Illustrations of mainstreamed disabled people for disabled and non-disabled students, teachers, counselors, administrators, parent/community groups.

E, JH, HS

CAREERS, DISABILITY AWARENESS

Photos

Designed to enhance mainstreaming programs, these multiracial, non-sexist photographs show disabled adults in a variety of roles and occupations. Each 11" x 14" panel shows a disabled woman or man in several different activities and roles, at home and on the job. The photographs provide children with role models of disabled people of all ages and can be used in numerous ways, including: 1) to prepare children in a non-mainstreamed class for the mainstreaming process; 2) as a catalyst for discussions or field trips; and 3) as visual displays on bulletin boards or in learning centers. A companion set contains photographs of children with various disabilities. Order from Women's Action Alliance, Inc., Non-Sexist Child Development Project, 370 Lexington Avenue, New York, NY 10017. $5.00

53. Zeitlin, Patty and David Zeitlin. MY MOMMY IS A DOCTOR, 1977. Record; 33 1/3 rpm. Music, career education, social studies for students (grades K-8).

E, JH

CAREERS

Record

This album presents songs showing girls and women in such occupational roles as doctors, firefighters and mail carriers, and boys or men in jobs such as artists and teachers. It is aimed at breaking down occupational stereotypes, as well as giving a more realistic view of some occupations which have been idealized in books and songs for children. One of the songs, "Hard Life of the Housewife Blues" describes a father who, while unemployed, is doing housework and childcare. He finds it to be the hardest job he has ever had to do. A variety of occupations are introduced and described briefly in "Maybe I'll Be" and the "Occupation Game," encourages children to pantomime various careers in a rhythmic circle game. The songs are fun for children to sing and act out and are excellent catalysts for discussions. The accompanying teachers' guide provides brief introductions for each song and the words to all the songs on the album. Order from Educational Activities, 1937 Grand Avenue, Baldwin, NY 11510. $7.95.

POSITIVE IMAGES

a guide to non-sexist films for young people

UNDOING SEX STEREOTYPES

SEX EQUITY RESOURCE
CORE COLLECTION

BECOMING SEX FAIR

CLEVER GRETCHEN
AND OTHER FORGOTTEN
FOLKTALES

THE SEX EQUITY RESOURCE CORE COLLECTION

PURPOSE

The Sex Equity Resource Core Collection was created to supplement the materials contained in the Mini-Collections housed in 21 schools throughout the District of Columbia school system. Each Core Collection contains all of the materials contained in the Mini-Collections plus selected additional visual and print resource materials, including several audiotapes, filmstrips and two films. The Core Collections are centrally located to permit maximum use by all members of the District of Columbia Public School staff, student body, and broader school community who are interested in achieving educational equity.

AVAILABILITY

The Core Collection has two components--one housed with the Title IX Coordinator in the Equal Employment Opportunity Office (EEO) in the Presidential Building, and the second housed with the Supervising Director of the Department of Library Science (DLS) at the Jefferson Administrative Annex. The Title IX Coordinator and Supervising Director of Library Science are available for assistance in providing materials for workshops, meetings, displays, classroom activities or other school programs. Additional expertise and resources available from the Title IX Coordinator are described in the Equal Employment Opportunity section of this Directory.

CONTENTS AND USAGE

Each of the Sex Equity Resource Core Collection components contains all the materials in the Mini-Collections plus assorted resources to provide further educational sex equity background and activities for District of Columbia educators. In addition to the Mini-Collections' books, records, games, posters, photographs, teacher resources and informational material, each Core Collection contains extensive source materials and bibliographies. Those materials housed at the Title IX Office have EEO on their annotation, those in the Department of Library Science are noted by DLS. The Core Collection housed with the Title IX Coordinator contains two excellent short films, "The Fable of He and She" and "Changing Images," and a social studies unit "Winning Justice for All" which has three filmstrips addressing multiple forms of bias and discrimination. All materials may be used either at the central locations or borrowed for school use.

CORE COLLECTION ANNOTATIONS

All of the items included in the Sex Equity Resource Core Collection, in addition to those in the Mini-Collections, are listed on the following pages along with descriptions of their content and with information on how to obtain additional copies. The annotations are arranged alphabetically by the first author's last name. The annotations are numbered sequentially to follow the numbering of the items in the Mini-Collection. Grade level and subject/usage areas are highlighted in the left margins. The letters E, JH, HS and PS refer to elementary, junior high, high school and postsecondary levels, respectively. A Subject and a Target Population Index in the back of this Directory refer to these annotations and facilitate their usage. Each Mini-Collection and Core Collection is accompanied with a set of cards containing the same annotative, usage and ordering information. The cards will benefit users, as well as librarians or other custodians of these Collections.

Procedures to follow for use of materials in each Core Collection are:

A. Department of Library Science

Location: Jefferson Administrative Annex
801 7th Street, SW
Washington, D.C. 20024

Telephone Number: 724-4951

Hours: 8 a.m. - 4 p.m. Monday through Friday

Contact Person: Olive C. De Bruler, Supervising Director

Procedural Options:

1. All of the materials are accessible on a walk-in basis at the Department of Library Science Office for use on the premises or for immediate loan.

2. Many of the materials may be borrowed through the inter-library loan process already used for borrowing other library materials. Requests may be made through your School Library Media Specialist. Orders should be placed a week in advance of desired use.

3. The materials will also be circulated on a rotating basis to each of the Regions in the School System as determined by the Regional Assistant Superintendent and the Supervising Director of Library Science.

B. Title IX/Equal Employment Opportunity Office

Location: Presidential Building
415 12th Street, NW
Room 1010
Washington, D.C. 20004

Telephone: (202) 724-4218

Hours: 8 a.m. - 5 p.m. Monday through Friday

Contact Person: Wanda Whitlow Hinshaw,
Title IX Coordinator

Procedural Options:

1. Information and assistance may be obtained by telephone.

2. All materials in the Core Collection plus the resources of the Title IX Office are available for use on a walk-in basis, without an appointment, at the EEO Office.

3. Resources in the Core Collection may be borrowed by completing the following form and sending it to the Title IX Coordinator. At least one week's advance notice is recommended. A brief evaluation form will be included with your materials for your completion and return with the items borrowed.

SEX EQUITY RESOURCE CORE COLLECTION

District of Columbia Public Schools
Title IX/Equal Employment Opportunity Office

To borrow any of the items contained in the Sex Equity Resource Core Collection or to obtain assistance in developing sex equity programs or materials, complete this form and return to:

Wanda Whitlow Hinshaw, Title IX Coordinator
Equal Employment Opportunity Office
Presidential Building - Room 1010
415 12th Street, N.W.
Washington, D.C. 20004

1. Name_____

2. Worksite_____

3. Telephone Nos. (Work)_____(Home--optional)_____

4. Name of Group_____

5. Title(s) of Materials Requested (Include Author's Name)

_____

_____

_____

_____

_____

6. Planned Use of Material_____

_____

7. Additional Assistance Needed_____

_____

8. Date Requested_____

9. Date Needed_____

10. Date to be Returned_____

Use Other Side If Necessary

(Form may be reproduced)

54. Adams, Carol and Rae Laurikietis. THE GENDER TRAP, A CLOSER LOOK AT SEX ROLES - BOOK 3: MESSAGES AND IMAGES, 1976. Paperback; 120 pp. Resource on sex roles, sexism in language for students (over 15), teachers, parents.

JH, HS

SEXISM IN LANGUAGE, SOCIETY

The Gender Trap is a series of books about the sex roles imposed on girls and boys in our society, written for young people in school, college and at work, and for their teachers and parents. Book 3: Messages and Images looks at language and the way we use words and images in jokes, cartoons, picture postcards, pop lyrics, books and films, showing how this underlines and sometimes creates stereotypes. Values created by advertising, newspapers and magazines, and the beauty business are discussed, showing how artificial and demanding these values can be for both men and women. Hard facts and provocative questions encourage girls and boys to see how rigid ideas about their roles can restrict the lives and experiences of both sexes. (Contains illustrations and a brief bibliography.) (From Preface). Order from Academy Press Limited, c/o Parliament News, Inc., 2134 Lessen, Chatworth, CA 91311. $4.50.

(EEO)

55. Adler, David. CAM JANSEN AND THE MYSTERY OF THE STOLEN DIAMONDS, 1980. Hardcover; 56 pp. Fiction for intermediate level students.

E, JH

FICTION, ACTIVE HEROINE

Can a fifth grader solve a mystery that has the police baffled? You bet she can, if she's Jennifer Jansen, known as "The Camera" because of her photographic memory. Cam takes a picture in her mind, she says "click," and the clue starts to make sense. Young readers will be on the edge of their seats, breathless with suspense and laughter - as Cam and Eric track down some bungling thieves. (From Book Cover). Order from The Viking Press, 625 Madison Avenue, New York, NY 10022. $4.95.

(DLS)

56. Baker, Gwendolyn. MULTICULTURAL EDUCATION: TEACHING ABOUT MINORITY WOMEN, 1977. Developed by National Institute of Education, Department of Health, Education and Welfare. ERIC Report; 33 pp. Minority women monograph for educators, administrators, Title IX Coordinators.

E, JH, HS EDUCATORS

SEXISM, RACISM

In this monograph the responsibilities of teacher education programs in dealing with the problems of sexism and racism are discussed. In a collection of articles the following topics are covered: (1) minority women and the women's movement; (2) American Indian women; (3) understanding the Chicana (Mexican American); (4) Black women, their problems and strengths; (5) Japanese American women and their perspective on liberation; and (6) new directions for ensuring equality for minority women. (From Document Resume). Order from Computer Microfilm International Corporation, P. O. Box 190, Arlington, VA 22210 (ED#142509). $3.00.

(EEO)

57. Bem, Sandra L. and Daryl J. Bem. TRAINING THE WOMAN TO KNOW HER PLACE, 1975 Booklet; 25 pp. Guidance counseling resource for high school guidance counselors, counselor educators, chief school administrators, teachers.

HS, PS

COUNSELING RESOURCE

This booklet describes the social antecedents of women in the world of work. It emphasizes the reasons why increasing numbers of women are employed outside the home, the discrimination women face in being confined to a limited range of fields and how this discrimination is reflected in women's earning power being lower than that of men. The psychological basis for this discrimination, as well as the biological and social constraints on women, are examined. The booklet ends by recommending that counselors prepare students for the real world and for the conflicts that female students are likely to encounter as they make career and personal choices. Order from The Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126. Free.

(EEO)

58. Blum, Lenore Carol. COUNT ME IN: EDUCATING WOMEN FOR SCIENCE AND MATH, 1978. Developed by Mills College, Department of Math/Computer Science and Center for Career Planning through Women's Educational Equity Act Program. Videocassette and brochure. Careers in science and mathematics for entering and returning college women, mathematics and science faculty, guidance counselors.

HS, PS, G

SCIENCE, MATHEMATICS FOR WOMEN

Count Me In: Educating Women for Science and Math documents a highly successful curricular-career program to interest women in entering scientific and technical fields. The Mills College program has broken the traditional patterns of inadequate mathematics preparation for women, thereby expanding their educational and occupational opportunities in nontraditional fields. Through a series of taped vignettes, key aspects of the program's philosophy and methods are illustrated: women of different ages, ethnic backgrounds, mathematical preparation, and career aspirations demonstrate that women can excel in mathematics and science and enter nontraditional fields. The accompanying brochure provides additional information about the Mills' program, and shows the dramatic increase in student enrollment within mathematics and computer science courses at Mills after the introduction of the "Women in Science" program. (Special equipment needed: videotape cassette recorder and TV or monitor). (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160

Videocassette

$34.00 purchase; $5.00 rental for 3 days.

(EEO)

59. Bolton, Carole. NEVER JAM TODAY, 1971. Paperback; 241 pp. Fiction for secondary level students.

JH, HS

FICTION, HISTORY, AWARENESS

Seventeen year old Mattie Franklin had never dreamed that jail could be so brutal. But in 1917 if you were a suffragist picketing the White House, you went to jail. Mattie became a suffragist the day she knew she could no longer accept certain ideas her father and boyfriend held. She fled to her aunt, who had been a suffragist for years. And with that, Mattie's career as a crusader for women's votes began. It changed her life and her outlook on everything. (From Book Cover). Order from Atheneum, Trade Sales Department, 597 Fifth Avenue, New York, NY 10017. $1.95.

(EEO)

60. Butler, Matilda. SEX STEREOTYPING IN INSTRUCTIONAL MATERIALS AND TELEVISION: AWARENESS KIT, 1978. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Softcover; 50 pp. Sex stereotyping in instructional materials kit for media specialists, classroom teachers, textbook selection committees, parents.

E, JH, HS

EDUCATORS

SEX STEREOTYPING, MEDIA

Designed for teachers and parents, this do-it-yourself kit reviews what is known about the portrayal of women and men in instructional materials and television, provides guidelines for evaluating them, and includes worksheets for students. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. A-4). $3.50.

(EEO)

61. Calabrese, Marylyn E. BECOMING SEX FAIR, 1979. Developed by Tredyffrin/Easttown School District, Berwyn. PA through Women's Educational Equity Act Program. Four manuals for 3-ring binders ; 800 pp. Curriculum development for elementary and secondary school administrators, teachers, counselors, curriculum specialists.

E, JH, HS

SEX-FAIR CURRICULUM

Students today face change in career patterns and life-styles. Gender seems to have little to do with skills and knowledge individuals need for tomorrow's world. This program provides a model for assessing sex bias within a school district and specific materials and processes for moving toward the goal of sex fairness in all areas of school life. Designed to be carried out in three stages under the leadership of a coordinator and a coordinating committee, the program systematically and gradually involves more and more people within the district for increased support and commitment. Directions for organizing and conducting the program are provided in the Coordinator's Manual. The stages are outlined in detail in separate manuals including guidelines, meeting agendas, training activities, sample materials, and additional resources. School districts may allow one year for each stage or modify the time schedule according to their needs and progress. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $17.75.

(EEO)

62. Campbell, Patricia and Susan E. Katrin. SEX STEREOTYPING IN EDUCATION, 1978. Developed by Project on Sex Stereotyping in Education, Georgia State University through Women's Educational Equity Act Program. Seven modules including a 30-minute cassette tape, instruction sheet for leaders, handouts for participants, bibliography, and transparency masters. Science, mathematics, physical education, education instructional modules for elementary and secondary teachers, secondary students, in-service teachers.

E, JH, HS

SEX STEREOTYPING

Activities
Audiocassette

Sex Stereotyping in Education is a series of instructional modules that focuses on the achievements, contributions, and abilities of women in such fields as science, mathematics, education, and American history. It is designed to combat the limiting and destructive effects of sex-role stereotyping of males and females that often pervades instructional materials. Increased awareness develops as participants examine stereotypic attitudes, opinions, and activities. Each session lasts 1-2 hours, depending on how deeply persons get involved in discussing issues and making plans for further activities in the classroom, the school, or the community. (Special equipment needed: Audio cassette player and overhead projector.) (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. Complete Set: $15.75; Individual Modules: $2.25.

(EEO)

63. Chapman, Anne, Editor. APPROACHES TO WOMEN'S HISTORY, 1979. Developed by Committee on Women Historians of the American Historical Association. For 3-ring binder; 143 pp. History resources for secondary level history teachers. (Materials are adaptable for junior high.)

HS

WOMEN'S HISTORY, SOCIAL STUDIES

This resource book and teaching guide is designed to assist high school teachers in integrating research on women's history into the social studies curriculum. Women's history is not limited to the achievements of individual women in public institutions but encompasses the involvement of all women in the culture of this country. The curriculum units are designed to be flexible enough to be used individually or as parts of a semester or year-long course. Emphasis is on skills development, the development of a value system and student involvement. A bibliography is included of resources particularly relevant or useful to that unit. Order from American Historical Association, 400 A Street, S.E., Washington, D.C. 20003. $5.00 Prepaid.

(EEO)

64. Cirksena, Kathy, Compiler, et. al. WOMEN'S EDUCATIONAL EQUITY: ANNOTATED SELECTED REFERENCES AND RESOURCES, 1977. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Softbound; 21 pp. Women's educational equity for educators, counselors, community groups.

E-PS
RESOURCES

WOMEN'S
EDUCATION

Intended to provide an overview of available resources, the annotated bibliography contains 88 references to major resources on women and education. Most entries were published during the 1970's. The bibliography is designed for school personnel, researchers, parents, citizens, and members of women's organizations who want to know what programs, services, and materials are available to overcome sexism. It is presented in four parts. Part 1 lists 63 resources, alphabetically by title, which are books, reports, or bibliographies. These include bibliographies of Black and Chicana women, a research guide to women's issues, and a guide to nonsexist children's books. The books are grouped according to general educational level or a comprehensive overview. Part 2 presents five journals about research and women's studies. Part 3 identifies 13 newsletters and resource publications. Part 4 describes seven library collections emphasizing women, their history, and relevant social and political issues. (Document Resume). Order from Computer Microfilm International Corporation, P. O. Box 190, Arlington, VA 22210 (ED#151281). $3.00.

(EEO)

65. Colangelo, Nicholas, Cecelia M. Foxley and Dick Dustin. MULTICULTURAL NONSEXIST EDUCATION: A HUMAN RELATIONS APPROACH, 1979. Developed by University of Iowa. Paperback; 416 pp. In-service training resource for educators, human relations specialists, in-service trainers.

E, JH, HS
EDUCATORS

INSERVICE
EQUITY
TRAINING

Through a series of forty essays, this publication incorporates the various facets of human relations education (i.e. human relations training, multicultural education, nonsexist education and related issues in stereotyping) into one text. It demonstrates a means through which communications skills training can be used to diminish prejudice and stereotyping. Discussion questions, suggested projects and activities and additional resources are provided at the end of each unit to reinforce the concepts presented by the well-known educators whose papers appears in this anthology. Order from Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, IA 52001. $16.50.

(EEO)

66. Cornelia Wheadon Task Force on the Socialization of Children, The. GROWING UP HUMAN, 1974. Folder containing approximately 20 pp. Non-sexist curriculum for community groups, parents.

PARENTS, COMMUNITY

SEX EQUITY AWARENESS

"Growing Up Human" is the result of the Unitarian Universalist Women's Federation's "Sex-Role Stereotyping" Contest in quest of non-sexist curriculum and educational program materials for use both within Unitarian Universalist churches and for conscious-raising in society at large. This material is adaptable to multi-age groups, can be used intergenerationally, is useable by non-professionals without a training session, is participation as well as presentation oriented, is accepting of human differences and best reflects the attitudes of the UUWF. It is directed toward exploring the extent to which children's literature, toys, games and imaginative play, television and the media, and the schools contribute to sex-role stereotyping. (Publisher's Abstract). Order from Unitarian Universalist Women's Federation, 25 Beacon Street, Boston, MA 02108. $3.50.

(EEO)

67. Costick, Rita, Compiler. CONTINUING EDUCATION: REENTRY AND THE MATURE WOMAN, 1977. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Softbound; 19 pp. Continuing education resource for continuing education program officers, career counselors, teachers.

WOMEN'S PROGRAM DIRECTORS

CAREER COUNSELING

This annotated bibliography cites materials related to the mature woman students, counselin, resources, program development, and specific continuing education programs for women. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. B-2). $2.50.

(EEO)

68. Costick, Rita, Compiler. NONSEXIST CAREER COUNSELING FOR WOMEN (PART I), 1978. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Softbound; 23 pp. Career counseling resources for career counselors, teachers, parents, students.

JH, HS, ADULTS

CAREER COUNSELING

This annotated bibliography describes resources on counselor training and professional development, counseling, career interest measurements, and minority women. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. B-3). $2.50.

(EEO)

69. Costick, Rita M., Compiler. NONSEXIST CAREER COUNSELING FOR WOMEN (PART II), 1978. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Softbound; 29 pp. Career counseling resources for career counselors, teachers, parents, students.

JH, HS, ADULTS

CAREER COUNSELING

Resources on women and work, women in specific occupations and professions, and programs related to women's career preparation/training are described in this annotated bibliography. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. B-4). $2.50.

(EEO)

70. Council on Interracial Books for Children. IDENTIFYING SEXISM AND RACISM IN CHILDREN'S BOOKS, 1978. Two 15-minute sound-color filmstrips with background readings. Racism, sexism resource for teachers, parents, community groups, students, librarians.

E, JH, HS RESOURCE

SEXISM, RACISM

Filmstrips

These filmstrips demonstrate both the blatant and subtle ways in which racist and sexist messages are transmitted to children through the books they read. By offering useful criteria for identifying aspects of race and sex stereotyping, the filmstrips can help to sensitize educators and parents and increase their skills at selecting books with positive values and positive role models. The sexism filmstrip analyzes fairy tales, animal stories, basal readers, prize-winning picture books, old classics, new bestsellers and feminist books. The racism filmstrip discusses stereotyping in a number of classics and presents specific ways in which newer books stereotype and demean Asian Americans, Blacks, Chicanos, Native Americans and Puerto Ricans. (From Publisher's Catalog). Order from Council on Interracial Books for Children Resource Center, 1841 Broadway, New York, NY 10023 (Order No. G-5). $35.00.

(EEO)

71. DePauw, Linda Grant. FOUNDING MOTHERS - WOMEN OF AMERICA IN THE REVOLUTIONARY ERA, 1975. Hardcover; 228 pp. U.S. History, Women's Studies resource for ages 12 - adult.

JH, HS

WOMEN'S HISTORY

Ladies, servant girls, Black slave women, middle-class matrons, and Native American women were all founding mothers and played a crucial, though long neglected, role in the economic, political, military and social life of Colonial America. This absorbing description of life in Colonial America is punctuated with vivid excerpts from diaries, newspapers, and books of the period. A subject index is included. (From Dust Jacket). Order from Houghton Mifflin Company, 110 Tremont Street, Boston, MA 02107. $6.95.

(DLS)

72. Dopkin, Doris. HOME ECONOMICS UNLIMITED, 1978. Paperback; 43 pp. Sex equity in Home Economics for Home Economics teachers, vocational education administrators.

E, JH, HS

HOME ECONOMICS TEACHERS

This short but enlightening pamphlet deals with the issue of providing coeducational Home Economics training for all students (K-12). Suggestions for how to integrate boys into the program include units, lesson plans and other activities for integrated classrooms. Order from Training Institute for Sex Desegregation, Rutgers University, Douglass Campus, Federation Hall, New Brunswick, NJ 08903. $2.50.

(EEO)

73. Educational Testing Service. RESOURCES IN WOMEN'S EDUCATIONAL EQUITY, VOLUME 1, 1977. Developed through the Women's Educational Equity Communications Network. Paperback; 298 pp. Research in women's equity for libraries, researchers in women's educational equity. (See annotations 78, 79 and 80 for subsequent volumes.)

E-PS

RESOURCES

WOMEN'S EDUCATION

During the past few years, there has been a dramatic increase in the volume of material published about women's rights, sex roles, the psychology of women, sex differences, and other topics relevant to educational equity for women. New journals, informational publications, newsletters, programs, and project reports are multiplying rapidly. With the passage of the Women's Educational Equity Act, there has been even more interest in the educational needs of women and even more publications related to this topic. Volume 1 contains 1293 citations with a 1976 publication date drawn from eight data bases: AGRICOLA (the data base of the National Agricultural Library), Dissertation Abstracts International, ERIC, ABI/Inform (a data base for management information, National Technical Information Service (NTIS), Psychological Abstracts, Sociological Abstracts, and MEDLARS (the data base of the National Library of Medicine). (From Introduction). Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 017-080-01820-9). $5.00.

(EEO)

74. Farris, Charlotte J. EXPANDING ADOLESCENT ROLE EXPECTATIONS: INFORMATION, ACTIVITIES, RESOURCES FOR VOCATIONAL EDUCATORS, 1978. Developed by Project MOVE, College of Technology, State University of New York. For 3-ring binder; 137 pp. Vocational education source book for vocational education teachers, administrators, counselors.

JH, HS

VOCATIONAL EDUCATORS' RESOURCES

A comprehensive source book that includes background information, fact sheets, checklists, guidelines, resources, bibliographies and activities on sex stereotyping and bias, the changing labor force and family, legislation, educators and adolescents, textbooks, A-V materials, testing, career education and occupational recruitment. (Catalog Description). Order from Project MOVE, State University of New York, College of Technology, 811 Court Street, Utica, NY 13502. $1.00.

(EEO)

75. Farris, Charlotte J. THE MOVERS GAME, 1979. Developed by Project MOVE, College of Technology, State University of New York. Stapled packet; 15 pp. Sex equity in vocational education for vocational educators.

JH, HS

VOCATIONAL EDUCATION STRATEGIES

Simulation activity for 1) identifying how stereotyping of vocational education and sex stereotyping limit enrollment in vocational courses and programs and for 2) developing strategies for overcoming these stereotypes. (Catalog Description). Order from Project MOVE, State University of New York, College of Technology, 811 Court Street, Utica, NY 13502. $1.00.

(EEO)

76. Farris, Charlotte J. PROJECT MOVE LEARNING PACKETS (in nine envelopes), 1979. Developed by Project MOVE, College of Technology, State University of New York. Sex equity in vocational education for vocational educators, teachers, counselors, administrators.

JH, HS

VOCATIONAL EDUCATORS' TRAINING

A set of nine learning packets developed for the Project MOVE graduate course on sex equity and facilitating change. Topics covered include sex stereotyping, legislation, the changing family and work force, adolescents, how educators make a difference, the language of sexism, reaching parents and potential students, developing and implementing a project and sources of funding. Readings, activities, and various assignments are included with each learning packet. (Catalog Description). Order from Project MOVE, State University of New York, College of Technology, 811 Court Street, Utica, NY 13502. $10.00.

(EEO)

77. Farris, Charlotte J. PROJECT MOVE EVALUATION PACKET (in envelope), 1979. Developed by Project MOVE, College of Technology, State University of New York. Educational sex equity materials for teachers, counselors, administrators.

JH, HS

EDUCATORS

SEX EQUITY EVALUATION

This packet includes a chart that lists the various sources of data and how they are used for evaluating the courses offered through Project MOVE. The packet includes an explanation, copy and key for an attitude questionnaire, student checklist on sex biased-sex fair teaching behaviors, knowledge quiz on the changing family and work force, legislative quizzes, a youth group survey on knowledge and attitudes about changing roles, plus course evaluation forms and a questionnaire for follow-up of class participants. (Catalog Description). Order from Project MOVE, State University of New York, College of Technology, 811 Court Street, Utica, NY 13502. Free.

(EEO)

78. Far West Laboratory for Educational Research and Development. RESOURCES IN WOMEN'S EDUCATIONAL EQUITY, VOLUME 2, 1978. Developed through the Women's Educational Equity Communications Network. Paperback; 508 pp. Research in women's equity for libraries, researchers in women's educational equity. (See annotation 73 for Volume 1.)

E-PS
RESOURCES

WOMEN'S
EDUCATION

This second volume covers the eight data bases cited in Volume 1 plus Management Contents, Magazine Index, Public Affairs Information Service (PAIS) and National Information Center for Educational Media (NICEM, a data base for nonprint materials) and contains 3420 citations from the period, 1977 through Spring 1978. Each volume has a subject index that conforms to the standard ERIC indexing terms (found in the Thesaurus of ERIC Descriptors) and an author index. Volume 2 also contains an institution index. The citations cover a wide range of topics, including: sex roles, sex stereotypes and their relationship to education, legislation related to sex discrimination in education, career development of women, sex differences and similarities that are significant for the design of educational programs. (From GPO Description). Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 017-080-01947-7). $7.25.

(EEO)

79. Far West Laboratory for Educational Research and Development. RESOURCES IN WOMEN'S EDUCATIONAL EQUITY, VOLUME 3, (Number 1), 1979. Developed through the Women's Educational Equity Communications Network. Paperback; 341 pp. Research in women's educational equity for libraries, researchers in women's educational equity.

E-PS
RESOURCES

WOMEN'S
EDUCATION

This publication described material entered into computerized data bases from Spring 1978 through October 1978 with two exceptions -- 1) material from America: History and Life and from the National Information Center for Educational Media (NICEM); and 2) as coverage of America: History and Life began with the current volume and spans the period from 1976 through October 1978. Since NICEM has not been updated since Volume 2 of Resources in Women's Educational Equity, material with a publication date of 1975 was included in this issue. (From Introduction). Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 017-080-02014-9). $6.50.

(EEO)

80. Far West Laboratory for Educational Research and Development. RESOURCES IN WOMEN'S EDUCATIONAL EQUITY, VOLUME 3, (Number 2), 1979. Developed through the Women's Educational Equity Communications Network. Paperback; 322 pp. Research in women's educational equity for libraries, researchers in women's educational equity.

E-PS
RESOURCES
WOMEN'S
EDUCATION

This resource describes materials entered into computerized data bases from November 1978 through April 1979, with two exceptions -- ERIC Journals' citations cover only through February 1979 due to changes at the data base, and ERIC Documents' citations cover through May 1979. (From Introduction). Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 017-080-02064-5). $6.50.

(EEO)

81. Fitzhugh, Louise. NOBODY'S FAMILY IS GOING TO CHANGE, 1974. Hardcover; 221 pp. Fiction for students (10 to 16 years).

E, JH, HS

FICTION,
AWARENESS

Emma Sheridan, eleven years old, has two concerns in life: eating and becoming a lawyer as soon as possible. She imagines herself pleading cases before a judge, just as her father, an attorney himself does. But the last thing in the world her father can imagine his daughter - a female - becoming is a lawyer. Emma's little brother Willie wants to become a dancer like his Uncle Dipsey. His parents object and try to keep him from practicing after school or talking about his dream. The story of how Emma learns to cope with the fact that both she and her brother have goals so different from the ones which their parents have for them makes fun reading. (Adapted from Dust Jacket). Order from Farrar, Straus and Giroux, 19 Union Square West, New York, NY 10003. $7.95.

(EEO)

82. Frazier, Nancy and Myra Sadker. SEXISM IN SCHOOL AND SOCIETY, 1973. Paperback; 215 pp. In-service training, sex-role stereotyping for educators.

E, JH, HS
EDUCATORS

EDUCATIONAL
EQUITY
AWARENESS

This collection of essays summarizes clearly the failure of schools to offer equal education to girls and women. It was written to encourage schools and departments of education to inaugurate units or whole courses in which to examine the assumptions and studies, the questions and theories on which sexism in school and society is based. Teachers involved in in-service courses should find this a useful test. It is geared for them because they, more than any other person in the school, are the conduit of conscious and unconscious cultural values to the students. (Adapted from Introduction by Florence Howe). Order from Harper and Row, 10 East 53rd Street, New York, NY 10022. $5.45

(EEO)

83. Gander, Mary J. FEMININE & MASCULINE ROLE STEREOTYPING IN PHYSICAL EDUCATION AND COMPETITIVE SPORTS, 1974. Developed by Center for Extension Programs in Education, University of Wisconsin. Softbound; 29 pp. Physical education resource for physical education teachers, secondary school administrators.

JH, HS

PHYSICAL EDUCATION, ATHLETICS

This paper examines the underlying beliefs behind the design of current athletics programs and attributes much of what is practised to outmoded sex-role stereotyping. Discusses problems involved in equalizing formerly biased programs as well as reasons why equalizing of opportunity is necessary. Order from University of Wisconsin, Room 228, 610 Langdon Street, Madison, WI 53706. $2.00. (EEO)

84. George, Jean Craighead. JULIE OF THE WOLVES, 1972. Paperback; 170 pp. Adventure fiction for students (10-16 years).

JH, HS

FICTION, ACTIVE HEROINE

Miyax, a young Eskimo girl, rebels against a home situation that she finds intolerable. She runs away toward San Francisco, toward her pen pal who calls her Julie. But soon Miyax is lost, without food, without even a compass. Slowly she is accepted by a pack of Arctic wolves, and she comes to love them as though they were her brothers. Forced by these circumstances to rethink her Eskimo past, Miyax/Julie begins to see that her future will never be easy. Julie of the Wolves is a moving novel for mature readers about a girl's courage and the will to survive in potentially alien worlds. (From Book Cover). Order from Harper and Row, 10 East 53rd Street, New York, NY 10022. $1.95.

(EEO)

85. Grady, Kathleen E., Robert Brannon and Joseph H. Pleck. THE MALE SEX ROLE: A SELECTED AND ANNOTATED BIBLIOGRAPHY, 1979. Developed by Public Health Service, National Institute of Mental Health, Department of Health, Education, and Welfare. Paperback 195 pp. Resources on the male sex role and male issues for librarians, teachers, counselors, administrators, community groups.

EDUCATORS' RESOURCE

MALE SEX ROLE

This annotated bibliography reflects a growing interest in definitions of masculinity, the male sex role, and the male experience. This interest parallels, but is a somewhat more recent development than, interest in definitions of femininity, the female sex role, and the female experience. Typically, in research, as in other areas, men have been the standard and women the "other," an orientation which has had a curious effect. Although men are more often the subjects of psychological and sociological research and male standards predominate, there has not been a specific focus on aspects of the male sex role as there has been on aspects of the female sex role. Nonetheless, there exists a small but growing literature on male issues. This bibliography, containing more than 250 entries, presents this other side of the sex role literature by drawing together representative research and theoretical perspectives. (From Author's Preface). Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Publication No. ADM 79-790). $5.50.

(EEO)

86. Gray, Dorothy. WOMEN OF THE WEST, 1976. Paperback; 179 pp. U.S. History, Women's Studies for educators (K-adult), high school students.

HS

U.S. HISTORY, WOMEN PIONEERS

Proud and self-sufficient pioneering women who helped to shape the American West make inspiring role models for people who know about them. True stories and profiles of Native American, Black American, Mexican American and Chinese American, as well as European American women are included. The books ends with a chapter on Willa Cather, a woman who almost alone in literature broadened the image of western women. Explanatory notes, a bibliography and a subject/resource index extend the usefulness of this book. Order from Les Femmes Publishing, 231 Adrian Road, Millbrae, CA 94030. $5.95.

(EEO)

87. Greenebaum, Louise G. CONTRIBUTIONS OF WOMEN: POLITICS AND GOVERNMENT, 1977. Hardcover; 142 pp. Biography, politics, government for students (11-16 years).

JH, HS

BIOGRAPHY, WOMEN POLITICIANS

This book features biographies of six women in politics and government: Jeannette Rankin, Margaret Chase Smith, Clare Boothe Luce, Martha W. Griffiths, Ella Grasso and Barbara Jordan. It profiles nine others: Bella Abzug, Lila Cockrell, Midge Costanza, Helen Gahagan Douglas, Mary Anne Krupsak, Dixey Lee Ray, Betty Lou Reed, Patricia Schroeder and Leanor K. Sullivan. Order from Dillon Press, Inc., 500 South Third Street, Minneapolis, MI 55415. $7.95.

(DLS)

88. Haller, Elizabeth S. and Florence Jean Wright. NEW PERSPECTIVES, 1977. Developed by Bureau of Curriculum Services, Office of Equal Rights, Pennsylvania Department of Education. Softcover; 306 pp. Sex equity resources for librarians, curriculum specialists, classroom teachers.

E, JH, HS

EDUCATORS' RESOURCE

This bibliography includes lists of biographies, fiction, history, literature and the arts, career and occupations, teacher resources, organizations and agencies, periodical and audiovisual media on women as well as racial and ethnic minorities. Order from Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126. Single copies free.

(EEO)

89. Hamilton, Virginia. ZEELY, 1967. Paperback; 124 pp. Fiction for students (10-16 years).

E, JH, HS

FICTION, STRONG HEROINE

To Geeder Perry, eleven years old and free for the first time to make her summer on her uncle's farm something special, Zeely Tayber is the embodiment of dreams. Zeely tends the pigs that pasture on the Perry farm, but she is an extraordinary young woman to behold--especially to one as imaginative as Geeder. One day Geeder finds a photograph in an old magazine --a portrait of a Watusi queen who looks just like Zeely. Suddenly she decides that the regal Zeely must be a queen too, and, swept up in her fantasies, she tells all the children in their little Ohio town. Only Zeely herself can bring Geeder back to reality. How she succeeds is at once moving, surprising, and reassuring--to Geeder most of all. (From Preface). Order from Dell Publishing Company, Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017. $1.25.

(EEO)

90. Hulme, Marilyn. FAIR PLAY: A BIBLIOGRAPHY OF NON-STEREOTYPED MATERIALS, VOLUME II, 1977. Developed through The Training Institute for Sex Desegregation at Rutgers University. Booklet; 82 pp. Instructional materials resources for teachers, media specialists, curriculum specialists.

E, JH, HS

RESOURCES

PRINT MATERIALS, ACTIVITIES

The second volume of Fair Play contains materials received at the Rutgers Training Institute for Sex Desegregation during the period June 1976 to August 1977. This volume, unlike the first, includes only printed materials - books, pamphlets, games, and kits. Although an attempt has been made to expand those areas which contained so few entries in the previous volume, some categories still reflect the dearth of suitable materials. Publications in Science and Mathematics still fail to represent women and minorities adequately as participants in scientific, engineering, or mathematical activities. Two areas which show greater availability of materials in Volume II than in Volume I are the categories of Language Arts and Humanities in levels K-3 and 4-6, and Social Studies at all levels. A new addition to Volume II is the List of Publishers which is intended to facilitate the placement of book orders. (From Author's Introduction). Order from Federation Hall, Douglass College, Rutgers University, New Brunswick, NJ 08903. $3.00.

(EEO)

91. Humphrey, Margo. THE RIVER THAT GAVE GIFTS: AN AFRO AMERICAN STORY, 1978. Developed by Children's Book Press, San Francisco for U.S. Office of Education. Paperback; 23 pp. Fiction for all ages.

E, JH, HS

FICTION WITH HEROINE

The River That Gave Gifts is a revealing story about the meaning of respect in the Afro American community. Neema in her old age is honored, rather than forgotten or rejected. Her wisdom is seen to be akin the wisdom of the river itself, which dates back to the time of the remotest ancestors. The children show their respect for Neema by presenting her with gifts. The gifts are more than just physical objects, for they incorporate all the love which the children feel for the old woman. The story is also a lesson about the validity of different kinds of achievement. Orande, Kengee and Jey are skillful with their hands. Yanava is not. She works instead with her mind and spirit, and her gift makes it possible for Neema to genuinely receive the gifts of all the others. (Colorfully illustrated). (From Afterword). Order from Lammas Bookstore, 321 7th Street, S.E., Washington, D.C. 20003. $3.95.

(EEO)

92. Hunter, Lisa K. SOURCES OF STRENGTH: WOMEN AND CULTURE, 1979. Developed by Far West Laboratory for Educational Research and Development through Women's Educational Equity Act Program. For 3-ring binder (includes teacher's guide, annotated bibliography, 2 audiocassette tapes); 701 pp. Social studies curriculum for secondary teachers of language arts, social studies, English, Women's Studies.

JH, HS

LANGUAGE ARTS, SOCIAL STUDIES, WOMEN'S STUDIES

Sources of Strength: Women and Culture is a high school course designed to help students relate information about how women live in other cultures--traditionally and in modern times--to their own lives and choices. Through readings, films, activities, and interviews, students trace the exercise of political, economic, and social power among Nigerian, Chinese, African-American, and Asian-American women. The three units presented in the teacher's guide may be taught consecutively or separately. In "Cultural Comparisons," students use autobiographical essays to study the degree and kinds of power traditionally held by women in Nigeria and China, and how that power has changed over time; in "Oral History Interviewing," students conduct in-depth interviews of women they know; and in "Personal Lives," students concentrate on decision-making in their own lives. The annotated bibliography contains listings pertinent to the four cultures studied, cross-cultural bibliographies, teacher background resources, and student readings for each unit. The two audiocassette tapes are oral histories of two women from different cultures. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $20.00.

Audiocassettes

(EEO)

93. Hymowitz, Carol and Michaele Weissman. A HISTORY OF WOMEN IN AMERICA, 1978. Developed by Anti-Defamation League of B'nai B'rith. Paperback; 400 pp. U.S. History, Women's Studies for educators (K-Adult), high school students.

E-PS

WOMEN'S HISTORY

This general history of women in the United States from colonial times to the present attempts "to strike a balance between describing the lives of average women and the lives of extraordinary women." It "highlights for the reader the issues, conflicts, and historical times of the mass of women." Notably absent are the listing of Native American women and of Black women between 1880 - 1920. Indexed and illustrated. (From Authors' Introduction). Order from Bantam Books, Inc., School and College Marketing Division, 2451 South Wolf Road, Des Plaines, IL 60018. $3.50.

(EEO)

94. Ivins, Linda G. THINKING AND DOING: OVERCOMING SEX-ROLE STEREOTYPING IN EDUCATION, 1978. Developed by Young Women's Christian Association of Honolulu, Oahu, Hawaii through Women's Educational Equity Act Program. Paperback manual; 207 pp. Educational equity in-service training for pre-service and in-service teachers, administrators, Title IX Coordinator

E, JH, HS

EDUCATORS' INSERVICE

SEX ROLES, STEREOTYPING

Focusing on general issues of sex roles and the implications of stereotyping in specific content areas, Thinking and Doing: Overcoming Sex-Role Stereotyping in Education provides activities and information for use in teacher workshops and with students in classroom sessions. Activities, based on the theories of Jean Piaget, involve participants in discussing problem situations and selected readings that look at viewpoints relevant to sex bias in career guidance, curriculum design, and extra-curricular activities. The exercises encourage participants to examine and change their own beliefs, attitudes, and behavior that promote sex stereotyping. Additional material is included for school librarians and counselors, and for use when selecting and using nonsexist literature and films. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $5.50.

(EEO)

95. Jacklin, Pamela. COLLECTED PAPERS: EDUCATIONAL EQUITY ISSUES IN COMMUNITY COLLEGES, 1978. Developed by Northwest Women Studies Resource Bank, Washington State University through Women's Educational Equity Act Program. Paperback; 66 pp. Post-secondary career counseling resource for community colleges, women's programs, continuing education administrators and staff, guidance personnel.

PS
COUNSELING

VOCATIONAL
CAREERS

The collected papers offer specific strategies for recruiting women for vocational training programs and assisting them in entering the nontraditional job market. Written in the context of community colleges, their suggestions are also applicable for planning career training in other post-secondary settings. Concepts presented in the paper entitled "Comparable Worth: Equal Pay for Equal Worth" focuses on rectifying inequalities with regard to salaries. Use the papers as a resource for workshops on career training for women, when developing and operating post-secondary training programs that respond to women's educational/vocational needs, and when trying to combat salary inequalities for women. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $1.50. (EEO)

96. Kane, Roslyn D. SEX DISCRIMINATION IN SCHOOLS: EVALUATING EMPLOYMENT PRACTICES, 1978. Developed by Institute for Women's Concerns through Women's Educational Equity Act Program. Paperback; 150 pp. Sex-fair practices guide for educators' associations, EEO administrators, community groups, women's commissions, parents.

EDUCATORS,
COMMUNITY

EMPLOYMENT
DISCRIMI-
NATION

This guide outlines how to identify sex discrimination against women teachers and women administrators in the employment practices of local school districts. Because sex discrimination is complex and often subtle, the guide gives step-by-step instructions for recognizing specific employment issues, and for collecting and analyzing data relevant to hiring patterns, promotional processes, salary, and fringe benefits. Worksheets to record findings are provided. Included is a description of remedies people can apply after they identify discrimination and decide to take action. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $2.50. (EEO)

97. Kent, Martha Whalen, Editor. COMPETENCE IS FOR EVERYONE (Intermediate Level Series), 1978. Developed by Department of Psychology, University of Vermont through Women's Educational Equity Act Program. Nine paperback manuals and two, 15-minute, color videocassettes. Values clarification, decision-making for intermediate, secondary, junior college teachers and students.

JH-PS

STUDENTS

DISCRIMINATION AWARENESS

This classroom program involves students in examining the process of making judgments or appraisals of people and discovering how appraisals based on sex, race, or minority status can limit learning and career opportunities. Through activities, readings, and videotapes, students analyze (1) their appraisals of others and themselves, (2) customary actions of social institutions relating to employment, education, and the mass media, and (3) current changes in legal practices. Both the upper and intermediate level programs include teachers' guides and student texts for each of four units. The two levels contain similar information, but vary in level of difficulty. (Special equipment needed: videotape cassette recorder and TV monitor.) (Distributor's Abstract) Order from Education Development Center, 39 Chapel Street, Newton, MA 02160 Intermediate Level Package: A. All print materials for each unit (8 books), purchase of Judge Me, Not My Shell videotape, one collection of background readings--$41.25; or B. All print materials for each unit (8 books), rental of Judge Me, Not My Shell videotape, one collection of background readings. --$16.25; and C. Purchase of The Rise of Rolag, videocassette --$30.00.

Manuals
Videocassettes

(EEO)

98. Knudson, R.R. ZANBANGER, 1977. Paperback; 160 pp. Sports fiction for ages 10-1(years.

E, JH, HS

SPORTS FICTION, HEROINE

To Zan (don't call her Suzanne) Hagen, playing basketball means the crash of bodies under the backboard, the sting of a well-thrown pass, the speed of a thunderous run downcourt. To Mrs. Butor, the team's coach, however, basketball means everything short of saying "please" and "thank you" on the court. So Zan is permanently benched for being "too aggressive." If the Generalettes won't have her, who's to stop Zan from trying out for the Generals? And try she does. With the help of her staunch supporter Arthur Rinehart, Zan goes from the basketball court to a higher court - in the case of Suzanne Hagen vs. Robert E. Lee High School. (From Book Cover). Order from Dell Publishing Company, 1 Dag Hammarskjold Plaza, New York, NY 10017. $1.50.

(EEO)

99. Kreinberg, Nancy. I'M MADLY IN LOVE WITH ELECTRICITY AND OTHER COMMENTS ABOUT THEIR WORK BY WOMEN IN SCIENCE AND ENGINEERING, 1977. Paperback; 37 pp. Women scientists and engineers, role models, careers booklet for students, guidance counselors, teachers.

E, JH, HS

WOMEN SCIENTISTS

This booklet was designed to provide intermediate and secondary level girls with information about women working as scientists and to stimulate their interest in pursuing science careers. If girls at this level plan to include more rigorous science and mathematics courses in their high school curricula, they will continue to have the option in their college years of entering science and engineering fields, avoided by all but a few women in the past. About 160 women employed in the physical and life sciences contributed to this publication which contains descriptions in the women scientists' own words of their jobs and their feelings about their work. Photographs are presented of women working in engineering, mathematics, physics, chemistry, astronomy and the life sciences. A list of women willing to serve as resources on the various science/engineering fields and list of publications and organizations providing additional career information add to the usefulness of this publication for guidance counselors, as well as for students. Order from Lawrence Hall of Science, University of California, Berkeley, CA 94720. $2.00.

(EEO, DLS)

100. Lapine, Louise and Sandra Smith Moore. OFF-CAMPUS EXPERIENTIAL LEARNING FOR WOMEN, 1978. Developed by The Resource Center on Women, Alverno College through Women's Educational Equity Act Program. Softbound manual; 103 pp. Experiential learning program implementation for post-secondary administrators and staff, Title IX Coordinators, continuing education program staff.

PS

EDUCATORS

EXPERIENTIAL LEARNING FOR WOMEN

Changes in society, particularly within the makeup of student populations of colleges have spurred the inception of a variety of programs providing learning experiences in nonacademic, work-oriented settings. Alverno College, a private women's college in Milwaukee, developed an experiential learning program giving students extensive opportunities to combine classroom study with field work in business, industry, government, medicine, and social agencies. This experiential learning program offers students an opportunity to bridge the gap between the academic and real work world and to relate theory to life situations. Increasingly the program has worked to provide work opportunities and training in nontraditional fields and roles. This manual, developed during an evaluation of the Alverno College program, provides suggestions for people interested in designing other experiential learning programs. Included are various aspects of the program's philosophy, policy, and operating procedures; faculty and students's expectations and evaluation; and an assessment of the program's impact on students' career orientation, and actual career patterns after graduation. (Distributor's Abstract). Order from Educational Development Center 39 Chapel Street, Newton, MA 02160. $2.25.

(EEO)

101. Leita, Carole. SHARE - A DIRECTORY OF FEMINIST LIBRARY WORKERS, 1980. Paperback; 54 pp. Feminist library workers directory for librarians.

EDUCATORS' RESOURCE

SCHOOL LIBRARIANS

This directory of over 100 feminist library workers is published by Women Library Workers. Indexed by name and subject, the directory lists the names, addresses, work, skills and interests of these women. Order from Women Library Workers, Box 9052, Berkeley, CA 94709. $4.00 prepaid; $5.00 invoiced.

(DLS)

102. Lubetkin, Rebecca L., Frances Arick Kolb and Margarida P. West. STRATEGIES FOR EQUALITY: GUIDANCE, SOCIAL STUDIES, PHYSICAL EDUCATION, 1978. Developed by the Training Institute for Sex Desegregation at Rutgers University. Softbound; 119 pp. Curriculum development information for guidance counselors, social studies and physical education teachers.

JH, HS

GUIDANCE, SOCIAL STUDIES, PHYSICAL EDUCATION

PART 1 of this resource includes projects in the following areas:

A. Resource Guide to aid staff in the development of sex-fair counseling and guidance; B. Revision of a high school planning guide to meet sex-fair regulations; C. Field trips and open houses on nontraditional careers for men and women; D. Compilation of a directory of nontraditional career resource persons; E. Consciousness-raising workshops for junior high and high school students and staff; and F. Computation of new sex-free norms for an aptitude test.

PART 2 includes projects in the following areas:

A. Survey of student interest in sports toward establishing an intramural sports program; B. Workshop for community recreational personnel and school staff in the equal education laws; C. Co-educational units in new sports areas, such as wrestling, square dancing, slimnastics and weight training; and D. Co-ed elementary obstacle course unit.

PART 3 includes projects in the following areas:

A. In-service workshop for staff; B. Consciousness-raising units for middle and high school students, involving text-books, media, and advertising, analysis for sexism, and exercises in values clarification; C. Local history research project involving women as the subjects; and D. Women in history through biography and an enactment of the trial of Susan B. Anthony.

Student Awareness Activities

(From Introduction). Order from Federation Hall, Douglass College, Rutgers University, New Brunswick, NY 08903. $5.50.

(EEO)

103. Lukie, Alison. CLEVER GRETCHEN AND OTHER FORGOTTEN FOLKTALES, 1980. Hardcover; 113 pp. Fiction for students (over 10 years), adults.

E, JH, HS

FICTION, FOLKTALE HEROINES

Sleeping beauties? Not clever Gretchen, or Kate Crackernuts, or Mizilica, or any of the other young heroines in this unusual and distinguished collection of European folktales. Active, witty, brave and resourceful, these maidens can fight and hunt as well as any man, defeat giants, answer riddles, outwit the Devil, and rescue friends and relatives from all sorts of dangers and evil spells. (From Dust Jacket). Order from Harper & Row, Keystone Industrial Park, Scranton, PA 18512. $7.95.

(DLS)

104. McKown, Robin. THE WORLD OF MARY CASSATT, 1972. Paperback; 192 pp. (with subject/name index). Art, women's history, biography for students (over 12 years), adults.

JH, HS

BIOGRAPHY, ART HISTORY, WOMEN'S STUDIES

It was proper and fashionable for a young lady of Philadelphia to study art in Victorian America, but it was quite another thing for her to make a career of it. Mary Cassatt's parents finally allowed their daughter to study in Paris, hoping her desire to be an artist would pass. The determined young woman not only persevered in this shocking choice of careers, but joined forces with a disreputable group of starving artist-rebels called the Impressionists. Mary Cassatt became one with them in talent and in spirit, and she also became their most ardent and effective champion. Together they produced one of the most exciting periods in the history of art. (From Book Cover). Order from Dell Publishing Company, Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017. $1.25.

(EEO)

105. McLean, Gary N. and Jacquelyn S. Crawford. HUMANITY AS A CAREER: A HOLISTIC APPROACH TO SEX EQUITY, 1979. Paperback; 474 pp. Educational sex equity for educators.

EDUCATORS' RESOURCE

SEXISM IN EDUCATION

This collection of articles was compiled to illustrate and examine the subtle and not-so-subtle influences of sexism that we have grown up and lived with -- sexism that has limited the life options available to each of us. The articles were chosen to given a holistic approach to the matter of sex equity from our first encounters in the family, through education, through the advertising media, through work experiences, and through the legal process. In essence, it is not a matter of what is "right and wrong" for males and females, but rather an issue of what is right and fair for human beings and for the future of our society. "Humanity" is everyone's career -- and that is what this book is all about. (Author's Preface). Order from Twin Oaks Publishing, Inc., Rehoboth, MA. $12.95.

(EEO)

106. Malcolm, Shirley M., Paula L. Hall and Janet W. Brown. THE DOUBLE BIND: THE PRICE OF BEING A MINORITY WOMAN IN SCIENCE, 1976. Developed by the AAAS Office of Opportunities in Science. Paperback; 70 pp. Women scientists, minority women, life planning report for guidance counselors, natural and social science teachers, parents, curriculum developers.

EDUCATORS, COUNSELORS

MINORITY WOMEN SCIENTISTS

This report describes a 1975 conference of 30 women scientists who are Black, Mexican American, Puerto Rican, or Native American. Topics discussed by the conferees include educational experiences from early childhood through professional training, career and employment experiences, effects of ethnic and cultural backgrounds, implications of the above factors for minority women, and recommendations for increasing their participation in science professions. A profile of the conference participants, tables describing the occupational resources are included. This publication can assist counselors and teachers to encourage minority girls to be interested in science and to prepare for science careers. Order from American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005. $3.00.

(EEO)

107. Maury, Inez and Anna I. Monoz. MY MOTHER AND I ARE GROWING STRONG/ MI MAMA Y YO NO HACEINOS FUERTES, 1978. Paperback; 28 pp. Reading for students (3-7 years).

E

FICTION, BILINGUAL

A Spanish bilingual picturebook in which Emilita and her mother tend the large garden, fix machines, eat health food and grow together while Daddy serves a one-year term in prison. Drawings can be colored. (Distributor's Abstract). Order from New Seed Press, P. O. Box 3016, Stanford, CA 94305. $2.00.

(EEO)

108. MS. Magazine. THE DECADE OF WOMEN, 1980. Hardcover; 253 pp. U.S. History, social science for classroom teachers, students (grades 9-12), Women's Studies teachers.

HS

SOCIAL STUDIES, RECENT WOMEN'S MOVEMENT

This survey of the Seventies - from the nostalgic to the newsworthy - is lavishly illustrated with more than 500 photographs, the majority of them by women photographers, and many of them printed here for the first time. It reminds us of and reflects all the many faces of change during the decade. (From Dust Jacket). Order from G.P. Putnam's & Sons, 200 Madison Avenue, New York, NY 10016. $17.95.

(DLS)

109. Murison, Richard, Director. CHANGING IMAGES, 1974. Black and white 16 mm. film; 16 mins. Careers, sex role stereotyping for educators (K-12), community groups, parents.

E, JH
EDUCATORS

MODEL
CHANGE
CURRICULUM

Multiracial
Film

This is a lively film which follows second and third grade /mostly minority/ students as they participate in a unit to change attitudes about sex roles and jobs. In the first week, the boys label any girl interested in athletics a "tomboy." Through the third week students continue to reveal stereotyped attitudes about what girls and boys can and cannot do. A girls says, "Boys can't be a library lady cause they can't read," while a group of boys debate whether girls can play hockey. During the fourth week, however, the children begin to understand the concept of sex role stereotyping. They become critical of their original list of activities that only one sex can do and finally decide that girls can do everything boys can and vice versa. The alert and involved students are engaging to watch as they go through this evolution. An excellent film to motivate students of all ages and to inspire teachers who want to introduce such concepts. (Annotation from Positive Images, Wengraf, Susan and Linda Artel, Bootlegger Press, 1976, p. 29.) Order from Extension Media Center, 2223 Shattuck Avenue, Berkeley, CA 94720. $145.00.

(EEO)

110. The National Center for Research in Vocational Education. EQUAL IS BETTER: A VOC ED GUIDE TO SEX FAIRNESS RESOURCES AND THE LAW, 1979. Spiralbound; 146 pp. Sex-fair resources in vocational education, Title IX, Title II for teachers, administrators, counselors, librarians, in-service trainers.

VOCATIONAL
EDUCATORS,
COUNSELORS

LAWS,
RESOURCES

Part I of this publication is an annotated bibliography of sex-fair resources to assist in overcoming sex discrimination and bias in vocational programs. The resources are listed in sections pertaining to administration, curriculum/classroom, in-service/pre-service, guidance, community and reference. Resources include workshop guides, fact sheets, booklets, manuals, classroom materials (print and non-print) and a variety of statistical reports and government documents. Part II summarizes two laws - Title IX and Title II - that prohibit discrimination and bias in vocational education. Information about other laws providing for equity and cross-references to the entries in Part I as they correspond to the laws are also included in Part II. Order from The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Free.

(EEO, DLS)

111. Noyes, Eliot, Jr., Director. THE FABLE OF H. AND SHE, 1974. Color/sound 16 mm. film; 12 mins. Nontraditional sex roles for people of all ages.

E-PS
STUDENTS, EDUCATORS

SEX EQUITY AWARENESS

Animated Film

On the fantasy island of Baramel, the "Mushamels" and "Hardybars" live traditional lives. The Mushamels cook, decorate and take care of the children; the Hardybars hunt and build. A storm splits the island separating the two groups, and each group is forced to do things that were traditionally taboo for them. The Hardybars learn to cook and care for the children; the Mushamels learn to build and hunt. When the island is reunified both groups come to new conclusions about how people should live with each other. This clever, modern fairy tale, done in brightly colored play-doh animation, combines action and humor in a way that appeals to people of all ages. (Annotation from Positive Images; Wengraf, Susan and Linda Artel, Bootlegger Press, 1976, p. 40.) Order from Extension Media Center, 2223 Shattuck Avenue, Berkeley, CA 94720. $165.00.

(EEO)

112. Olin, Ferris. FAIR PLAY: A BIBLIOGRAPHY OF NON-STEREOTYPED MATERIALS, 1976. Developed through The Training Institute for Sex Desegregation at Rutgers University. Booklet; 86 pp. Instructional materials, sources for teachers, media specialists, curriculum specialists.

E, JH, HS
EDUCATORS' RESOURCES

SEX EQUITY MATERIALS

Fair Play is a bibliography of non-sexist resources which are available to educators. This is by no means a comprehensive list of materials, but it will help to fill in the gaps in your program. The books, records, films, tapes, games kits and miscellany have been chosen because they present, in a fair manner, information by or about women in areas where, until recently, little had been published, and/or because they depict males and females as equals in non-traditional roles. The bibliography is divided into four sections according to grade levels: K-3, 4-6, 7-9 (Middle/Junior) and 10-12 (Senior). Each part is then sub-divided into subject areas, with entries arranged alphabetically by title. (From Author's Introduction). Order from Federation Hall, Douglass College, Rutgers University, New Brunswick, NJ 08903. $3.00.

(EEO)

113. Osen, Lynn. WOMEN IN MATHEMATICS, 1974. Paperback; 185 pp. Women in mathematics, math avoidance, role models, careers information for intermediate level students, mathematics and social science teachers, counselors.

JH, HS

BIOGRAPHY, WOMEN'S HISTORY, MATHEMATICS

The author wrote this book "to trace the impact women have had on the development of mathematical thought, to profile the lives of these women, and to explore the social context within which they worked." Eight chapters are biographies of eight European women mathematicians who lived at different periods -- from Hypatia in the 4th Century to Emmy Noether in the 20th Century. One chapter sketches briefly the work of a number of contemporary women mathematicians, several of whom are Americans. A final chapter, "The Feminine Mathtique," describes the problem of mathematics avoidance by women and girls and some recent steps to overcome this. A number of illustrations and photographs, a bibliography and a subject index add to the usefulness of the book as a student/teacher resource. Women in Mathematics can be used by students as an interesting introduction to the various fields of mathematics, as well as to the lives of women mathematicians. Order from MIT Press, Massachusetts Institute of Technology, Cambridge, MA 02142. $4.95.

(EEO, DLS)

114. Partnow, Elaine, Compiler and Editor. THE QUOTABLE WOMAN, 1978. Paperback; 439 pp. Language arts, English resource for students (secondary level and above), teachers, administrators.

E-PS RESOURCE

WOMEN'S QUOTATIONS

This is the first encyclopedic volume of the insights, contemplations, and inspirations of women, from suffragists to liberationists, from authors to educators, from Susan B. Anthony and Charlotte Bronte to Gloria Steinem and Lillian Hellman. Elaine Partnow has edited and compiled the only "Bartlett's" familiar and unfamiliar quotations of women totalling over 8,000 quotations by 1,300 contributors. It is an indispensable reference work, with quotations arranged chronologically by contributor's nationality, profession, relationships to famous people, major accomplishments, and awards, with cross-indexing of pseudonyms, married names, and titles. An extensive Subject Index allows readers to locate quotations on the basis of content. (From Cover Notes). Order from Anchor Press/Doubleday, Garden City, NY 11530. $8.95.

(DLS)

115. Patterson, Lewis E. FOCUS ON THE FUTURE, 1978. Developed by Cleveland State University through Women's Educational Equity Act Program. Three paperback manuals. Sex equity awareness, values clarification counseling for guidance counselors, students (grades 6-12), teachers of social studies, home economics, psychology.

JH, HS

STUDENTS' EQUITY AWARENESS

Here is a way to help adolescents recognize the limiting effects of sex stereotyping. Focus on the Future enables students to identify their own traditional biases and stereotyped attitudes and to see how these influence career choices and family relationships. In three class sessions, students examine drawings of men and women in a variety of domestic and occupational situations. They interpret the drawings, describing, for example, each person's work role and relationship to others in the picture. Their responses reveal the presence or absence of sex stereotyping. The leader's manual provides complete lesson plans for the three sessions. A technical manual accompanies the student material. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $2.00.

(DLS)

116. Pingree, Suzanne. GUIDE TO ORGANIZATIONS WORKING FOR WOMEN'S EDUCATIONAL EQUITY: INITIAL DIRECTORY, 1978. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Softbound; 80 pp. Organizations in women's educational equity for school systems, community groups, parents.

WOMEN'S EQUITY ORGANIZATIONS

Lists national organizations and programs to further women's educational equity; some national and state directories and organizations; and for each state, the Commission on the Status of Women, Vocational Education Sex Equity and Title IX Coordinators, and the National Organization for Women State Coordinator. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. D-1). $5.00.

(EEO)

117. Powers, Barbara, Project Director. FREEDOM FOR INDIVIDUAL DEVELOPMENT, 1978. I. Trainer's Guide; II. Teaching Methods and Instructional Materials; III. Counseling and Guidance; IV. Vocational Education; and V. School/Community Relations. Developed by Department of Public Instruction, Madison, Wisconsin through Women's Educational Equity Act Program. Paperback; Trainer's Guide and 4 manuals. Sex-role stereotyping, in-service training for administrators, educators, Title IX Coordinators.

EDUCATORS

SEX EQUITY
INSERVICE
TRAINING

This program offers detailed directions for conducting inservice programs on sex stereotyping issues in school and community relations, vocational education, teaching methods and materials, and counseling and guidance. Each of four training modules contains step-by-step instructions for the leader; lists objectives and materials; describes activities for group work; and contains background readings, evaluation tools, and a resource bibliography. The Trainer's Guide is recommended for use with each individual module. It contains advice for organizing and conducting many types of in-service and workshop programs. Highlighted are the responsibilities of the trainer in establishing and maintaining a positive climate and communication; suggestions for diffusing conflict; and guidelines for anticipating the needs and responses of participants. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $9.25.

(EEO)

118. Schacher, Susan, Coordinator. HYPATIA'S SISTERS: BIOGRAPHIES OF WOMEN SCIENTISTS--PAST AND PRESENT, 1975. Developed by Women Studies Program, University of Washington. Paperback; 72 pp. Women scientists, role models resource for students, curriculum developers, science and history teachers, counselors.

E, JH, HS

WOMEN
SCIENTISTS,
HISTORY,
BIOGRAPHY

Students will enjoy reading the short biographies of 17 women natural scientists who lived at various times throughout history from 300 B.C. to the present. Several pages of introductory material, a final section giving brief sketches of 23 additional women scientists and a list of references with each biography make this booklet a useful resource for teachers and specialists wanting to design non-sexist science curricula or to find role models for girls in science. Line drawings and illustrations enhance the effectiveness of this publication which describes heroines from such diverse backgrounds as Hypatia, a 4th Century Egyptian mathematician; Jacoba Felicie, a 13th Century French physician; to Chinese-born Chien Shiung Wu who is presently a Columbia University (New York City) physics professor. Other biographies describe the lives of women whose names are more familiar such as Marie Curie, Florence Nightingale, Margaret Sanger, and Rachel Carson. Order from Feminists Northwest, 5038 Nicklas Place, N.E., Seattle, WA 08105. $2.00.

(DLS)

119. Schonborn, Barbara G. and Mary L. O'Neil. SEX EQUALITY IN VOCATIONAL EDUCATION: A CHANCE FOR EDUCATORS TO EXPAND OPPORTUNITIES FOR STUDENTS, 1978. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Softcover; 31 pp. Vocational education information for school superintendents, principals, counselors, administrators of vocational education programs.

VOCATIONAL EDUCATORS, COUNSELORS

SEX EQUITY

Defines basic concerns, suggests a variety of solutions (legislated, social and psychological, educational) and includes resources for administrators, teachers, counselors, and others. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. A-3). $3.50. (EEO)

120. Schwartz, Linda. WHEN I GROW UP, 1976. Softcover; 54 pp. Career planning for intermediate students and teachers.

E, JH

CAREER AWARENESS

Student Activities

When I Grow Up is especially designed to offer the individual classroom teachers a wide variety of stimulating and creative activities to involve students in the study of careers. The ideas presented are suitable for independent seatwork, small group activities, or for use with an entire class. It brings together many areas of the curriculum such as reading, creative writing, research, vocabulary, art rather than isolating career education as a unit in and of itself. This book is divided into three main sections: 1. Projects and Learning Center Activities -- emphasis is on research and involving students in exploring the wide range of careers available to them. Most of these activities are long-range in nature where students complete a final project. 2. Discovering the Want Ads in Newspapers -- as students explore the want ads, job requirements come into focus and offer students an opportunity to research jobs suitable to their individual needs and interests. 3. Career Puzzle Fun -- this section is packed full of puzzles, mazes, and riddles all correlated to careers thus making the short-ranged activities ideal for use at learning centers. (From Preface). Order from Prentice-Hall Learning Systems, Inc., P.O. Box 47X, Englewood Cliffs, NJ 07632. $4.50. (EEO)

121. Sharpe, Debera, Sharon M. Strom and W. Wesley Tennyson. MY BREAD AND BUTTERFLIES CAREER BOOK, 1976. Developed by Agency for Instructional Television. Paperback; 137 pp. Learning activities book for sex-fair career development for students (9-12 years).

E, JH

CAREER AWARENESS ACTIVITIES

This book is a product of the Agency for Instructional Television's "Bread and Butterflies" instructional project in career development for nine-to-twelve year olds. The project includes fifteen, 15-minute color television programs, a curriculum guide, an in-service teacher's program, an informational program, workshop materials and this learning activities book with an accompanying handbook for teachers, "Shared Experiences." "Bread and Butterflies" was created under the supervision of the Agency for Instructional Television, through the resources of a consortium of thirty-four educational and broadcasting agencies with assistance from Exxon Corporation. (From Preface). Order from Houghton-Mifflin, 2 Part Street, Boston, MA 02107. $3.75

(EEO)

122. Smith, Walter and Kala M. Stroup. SCIENCE CAREER EXPLORATION FOR WOMEN, 1978. Developed by Women's Resource and Career Center, University of Kansas. Paperback; 77 pp. Science-careers-for-women resource for science teachers, guidance counselors, curriculum developers, in-service trainers, parents and PTA program planners.

JH, HS

RESOURCE ON SCIENCE CAREERS

This publication deals with helping girls to assess their interests and aptitudes as a prerequisitve to career planning with particular emphasis on activities encouraging girls to include science fields in this planning. Two chapters provide background information on young women's avoidance of mathematics and science and the importance of increasing women's participation in these career fields. A final section presents six modules with student activities that can be adapted to vocational guidance or science programs. The booklet contains lists of additional resources for teachers and counselors, as well as print and non-print materials for student use. Order from National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009. $2.50.

(EEO)

123. Stacey, Judith, Susan Bereaud and Joan Daniels. AND JILL CAME TUMBLING AFTER: SEXISM IN AMERICAN EDUCATION, 1974. Paperback; 461 pp. Sex-role stereotyping in schools for educators, parents.

EDUCATORS, PARENTS

SEXISM IN EDUCATION

From pre-school to post-grad, girls get a different education from boys. They play with dolls more than blocks, they learn to be passive and docile in elementary school, they're channeled into traditional "feminine" occupations in high school and college, and they are often passed over when it comes to graduate fellowships. On the other side of the desk, women teachers are paid less, they advance less, and they're often stereotyped as authoritarian and unfeminine. Schools reflect the larger society's attitudes toward sex roles, and they are a strong force in perpetuating them. But schools can also be an important laboratory for testing the status quo. This anthology contains a number of writings showing how sexism operates at all levels of education. It suggests how schools can be reformed to allow both girls and boys to pursue their individual interests and fulfill their true potential. An annotated bibliography and lists of print and non-print resources are included. (From Preface). Order from Dell Publishing Company, Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017. $2.25.

(EEO)

124. Sterling, Philip. SEA AND EARTH: THE LIFE OF RACHEL CARSON, 1970. Paperback; 189 pp. Women in science biography for ages 12-adult.

JH, HS

BIOGRAPHY, SCIENCE

Sea and Earth is the story of environmentalist Rachel Carson, the author of The Sea Around Us and Silent Spring. She led a quiet life, but, nevertheless, through her work, she produced an impact on contemporary thought that will continue to be felt around the world for a long time to come. Rachel Carson was poetically gifted as a writer and she used this gift in the service of beauty, wonder, and human survival. (From Preface). Order from Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017. $.95.

(EEO)

125. Sullivan, Victoria and James Hatch, Editors. PLAYS BY AND ABOUT WOMEN, Paperback; 425 pp. Drama, by and about women, for ages 12-adult.

JH, HS

DRAMA, LANGUAGE ARTS

This anthology of eight plays, all written in this century, contains the work of leading women dramatists presenting their own pictures of their sex. The plays read well and deal specifically with women and their problems. The playwrights included are Alice Gerstenberg, Lillian Hellman, Clare Boothe, Doris Lessing, Megan Terry, Natalia Ginzburg, Maureen Duffy, and Alice Childress. Order from Vintage Books, Random House, 400 Hahn Road, Westminster, MD 21157. $4.95.

(DLS)

126. Sweeney, Joan and Kathryn Girard. I. DEVELOPING WOMEN'S PROGRAMS, 1979. II. DEVELOPING AND NEGOTIATING BUDGETS FOR WOMEN'S PROGRAMS, 1979. Developed by Everywoman's Center, University of Massachusetts through Women's Educational Equity Act Program. Two paperback manuals; I. 40 pp. and II. 66 pp. Adult women's programs resource for women's centers, university administrators, women's commissions.

PS

WOMEN'S PROGRAM DEVELOPMENT

Concrete and detailed information on planning and operating university-based women's programs is provided in two manuals produced by Everywoman's Center of the University of Massachusetts at Amherst. The first manual contains step-by-step guidelines for planning programs specifically geared to the needs of women. It is based on training that Everywoman's Center conducted for personnel of other women's centers in New England. Advice on assessing program needs, determining objectives, and selecting appropriate program approaches and activities is presented. People concerned with developing and negotiating budgets will find the second manual an invaluable guide to various types of budgeting, ways of securing funds, and procedures to help plan budgeting cycles, and to prepare actual budgets. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. I. $.75; II. $1.75.

(EEO)

127. Tittle, Carol Kehr. SEX BIAS IN TESTING: A REVIEW WITH POLICY RECOMMENDATIONS 1978. Paperback; 55 pp. Testing information for counselors, administrators.

EDUCATORS

BIAS IN TESTING

Explores sex bias in educational testing and includes recommendations for individuals concerned with developing or utilizing testing materials, tables and references. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. A-2). $3.50.

(EEO)

128. Valiant, Sharon. CROSSING CULTURES -- THIRD WORLD WOMEN, 1977. Developed by the Training Institute for Sex Desegregation at Rutgers University. Paperback; 32 pp. Third world women resource for classroom teachers.

E, JH, HS RESOURCE

THIRD WORLD WOMEN

This book contains ideas, materials and activities focusing on the lives of women in the non-European/non-white world -- lives which often go unnoticed in our school materials. Despite our massive communications network, students frequently arrive at graduation from college without any knowledge or understanding of life outside "mainstream" (i.e. white, male, upper-class) American life. A number of the resources cited are no longer in print. (From Preface). Order from Federation Hall, Douglass College, Rutgers University, New Brunswick, NJ 08903. $3.50.

(EEO)

129. Verheyden-Hilliard, Mary Ellen. A HANDBOOK FOR WORKSHOPS ON SEX EQUALITY IN EDUCATION, 1976. Developed by the Sex Equality in Guidance Opportunities (SEGO) Project of the American Personnel and Guidance Association. Paperback; 80 pp. Career guidance for educators, students, community groups.

EDUCATORS

SEX EQUITY WORKSHOPS

The purpose of this handbook is to share with others the experience gained by the Sex Equality in Guidance Opportunities (SEGO) Project staff through designing, organizing and running over 300 workshops on sex equality in education in every state and the District of Columbia. Information, resources, models and activities are presented so that the reader will have the tools and framework for conducting a similar workshop in her/his own locale. (From Preface). This handbook is out-of-print; however, the Core Collection copy may be reproduced if credit to source, project director and publisher is given.

(EEO)

130. Verheyden-Hilliard, Mary Ellen. CRACKING THE GLASS SLIPPER: PEER'S GUIDE TO ENDING SEX BIAS IN YOUR SCHOOL, 1977. Developed by the Project on Equal Education Rights of the National Organization for Women Legal Defense and Education Fund. Packet of 13 pamphlets. Sex equity in public schools for parents, community groups.

PARENTS, COMMUNITY MONITORING SEX EQUITY

A kit for parents and citizens' action groups who want to check up on Title IX progress in the local schools and to press for needed changes. Order from Project on Equal Education Rights, NOW LDEF, 1112 13th Street, N.W., Washington, D.C. $5.00.

(EEO)

131. Wehren, Aileen. NON-PRINT RESOURCES IN WOMEN'S EDUCATIONAL EQUITY, 1978. Developed by Women's Educational Equity Communications Network for Women's Educational Equity Act Program. Softbound Catalog; 243 pp. Women's educational equity resource for librarians, media centers, school systems.

MEDIA SPECIALISTS/ LIBRARIANS' RESOURCES

A catalog of information about films, filmstrips, transparencies, audiotapes, videotapes, records, and other instructional materials that deal with women's educational equity. Pre-primary through adult, as well as teacher training materials are included. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 017-080-01836-5). $4.25.

(EEO)

132. Weiss, Iris R. and Carol Place, Compilers. WOMEN SCIENTISTS ROSTER, 1979. Developed by Research Triangle Institute through National Science Foundation. Paperback; 143 pp. Women scientists, role models, careers resource for administrators, PTA program chairs, educators (grades 4-12), guidance counselors.

E, JH, HS

WOMEN SCIENTIST ROLE MODELS

The purpose of this publication is to assist schools with identifying women employed in science disciplines who are willing to visit schools and share their career experiences with students, faculty and parents. Women scientists can serve as role models and advisors for young women students interested in science careers, while helping students of either sex learn about careers in science. The presence of a woman scientist can, for males and females alike, alter the stereotype of science as an all-male domain. This roster contains the names of 1300 women scientists nationwide who are willing to visit schools. These women scientists are employed in mathematics, engineering, or one of the biological, physical or social sciences. The roster lists the women scientists in two ways: (1) alphabetically by state, numerically by zip code and alphabetically by last name; and (2) alphabetically by last name, along with detailed information about education, employment, and racial or ethnic background. Order from National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009. $3.50.

(EEO, DLS)

133. Weiss, Karen L. SECOND WIND: A PROGRAM FOR RETURNING WOMEN STUDENTS, 1978. Developed by University of Maryland Counseling Center through Women's Educational Equity Act Program. Paperback; 114 pp. Counseling post-secondary students resource for post-secondary administrators and faculty, counseling personnel, community-based women's groups.

PS

RETURNING WOMEN STUDENTS

The unique needs of women over 25 years of age who return to colleges and universities to continue their education are frequently ignored, because most college programs are designed for younger people. The "Second Wind" program, developed at the University of Maryland, operates to overcome personal and institutional barriers that restrict the returning woman's educational opportunities on the college campus. Through the program students can improve "rusty" academic skills, find counseling to help with child care, money, family or personal problems, and obtain information, support. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $2.75.

(EEO)

134. Wendt, Diana and Virginia Coyle. GUIDE TO IMPLEMENTING A GIRLS' AND WOMEN'S SPORTS COMMISSION, 1976. Developed by Girls' and Women's Sports Commission, Colorado Commission on the Status of Women through Women's Educational Equity Act Program. Paperback; 62 pp. Athletics resource for physical educators, athletic administrators, competitive athletes, coaches, community organizations.

E, JH, HS

ATHLETICS, PHYSICAL EDUCATION

This manual gives a step-by-step account of establishing and operating the Colorado Girls' and Women's Sports Commission. Information on developing budgets, securing sponsorship, using the media, staffing, and developing programs that expand females' opportunities in sports is included. Specifically developed as a model for states establishing a girls' and women's sports commission, this manual will serve as a guide and reference for any group or organization concerned with improving and expanding sports opportunities for females. It would also be helpful to any group developing a low budget statewide resource/service organization within the sports realm. (Distributor's Abstract). Order from Education Development Center, 39 Chapel Street, Newton, MA 02160. $1.50.

(EEO)

135. Wengraf, Susan and Linda Artel. POSITIVE IMAGES, 1976. Paperback; 167 pp. Reviews of non-sexist films for media specialists, teachers, audio-visual librarians, administrators, community groups.

MEDIA SPECIALISTS

NON-SEXIST FILMS

This book contains critical reviews of more than 400 short films, videotapes, filmstrips and slide shows for pre-school through college as well as complete ordering information, a comprehensive subject index and selected bibliography. (From Book Cover). Order from Bootlegger Press, 555 29th Street, San Francisco, CA 94131. $5.50.

(DLS)

136. Westin, Jane. MAKING DO: HOW WOMEN SURVIVED THE '30'S, 1976. Hardcover; 331 pp. U.S. History, Women's Studies resource for students (over age 12), adults.

JH, HS

WOMEN'S HISTORY

One hundred sixty women were interviewed about how they managed to "make do" during the Great Depression. In this book their stories are retold from the perspective of women working in the home, growing up, working outside the home and influencing the world around them. The stories reflect the experiences of women from all walks of life, socio-economic and racial backgrounds. Order from Follett Publishing Company, 1010 W. Washington Boulevard, Chicago, IL 60607. $9.95.

(EEO)

137. Wheat, Valerie (in consultation with Christie Niebel). APPRENTICESHIP AND OTHER BLUE COLLAR JOB OPPORTUNITIES FOR WOMEN, 1978. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Paperback; 29 pp. Career counseling, nontraditional careers for secondary level counselors, female high school students.

HS

BLUE COLLAR CAREERS

Offers a guide to the apprenticeship process and general information on blue-collar jobs. Includes profiles and photographs of women on the job, resource list and bibliography. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. A-1). $3.50.

(EEO)

138. Wheat, Valerie (in consultation with Martha P. Cotera). HISPANIC WOMEN AND EDUCATION, 1978. Developed by Women's Educatonal Equity Communications Network through Women's Educational Equity Act Program. Softbound; 15 pp. Hispanic women and education for educators, school system administrators, counselors, community groups.

EDUCATORS

HISPANIC WOMEN

Selected bibliographies, curricula, journal articles, research studies, and other resources that relate to education, economic status, and counseling of Hispanic women are cited in this annotated bibliography. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. B-5). $2.50.

(EEO)

139. Wheat, Valerie and Judy Conrad. RURAL WOMEN AND EDUCATION: SELECTED REFERENCES, 1978. Developed by Women's Educational Equity Communications Network through Women's Educational Equity Act Program. Softbound; 23 pp. Resources on rural women for rural area educators, women's program administrators, counselors.

EDUCATORS

RURAL WOMEN

Describes books, articles, bibliographies, periodicals, and other resources dealing with rural women in history, in the work force, and in education. (Distributor's Abstract). Order from Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 (Order No. B-6). $2.50.

(EEO)

140. Williams, Selma R. DEMETER'S DAUGHTERS: THE WOMEN WHO FOUNDED AMERICA, 1976. Hardcover; 359 pp. U.S. History for adults.

HS, PS

WOMEN'S HISTORY

The story of Colonial women is part of the story of the founding of the United States. For every decade of Colonial history there are women who ran businesses, owned and managed large tracts of land, edited and published newspapers, and produced poetry, paintings, and sculpture, novels, political tracts, and children. This book describes those women and their work which is part of the structure of U.S. society even today. This book contains an extensive bibliography, illustrations which are copies of paintings and a subject/name index. Order from Atheneum, Trade Sales Department, 597 Fifth Avenue, New York, NY 10017. $9.95.

(DLS)

141. Women on Words and Images. DICK AND JANE AS VICTIMS, 1975. Softbound; 80 pp. Sexism in school readers study for elementary reading teachers, administrators, curriculum specialists.

E

CURRICULUM

SEXISM IN READERS

This classic study of sex-role stereotyping in school readers includes information about readers that have been published since 1975 and the passage of Title IX. A nonsexist reading series has not yet been found. Included are guidelines for analyzing books, suggestions for classroom activities, as well as a bibliography for further reading. (From Preface). Order from Women on Words and Images, P. O. Box 2163, Princeton, NJ 08540. $2.50.

(DLS)

142. Women's Studies Program, Berkeley Unified School District. THIRTY ASSORTED LESSON PLANS AND BACKGROUND MATERIALS, 1979. Folder with lesson plans. Sex equity instructional materials for elementary and junior high classroom teachers.

E, JH

SEX EQUITY LESSONS

This collection of materials reflects the results of a pioneering effort by a school system's curriculum development program to write and distribute lesson plans and background information designed to raise awareness of sex-role stereotyping. Some sex-fair and sex-affirmative lessons are included. Order from Women Studies Program, Berkeley Unified School District, 1720 Oregon Street, Berkeley, CA 94703. Lesson Plans: $.25 - $.75 eacn; Background Information: $3.00 each.

(EEO)

143. Woodbury, Marda and Maria Jensen, Designer. DISTINGUISHED WOMEN, 1976. Eleven posters and 32-page Teaching Guide. Famous women materials for classroom teachers, librarians, students (all levels).

E, JH, HS

FAMOUS WOMEN

Posters

Sojourner Truth, Margaret Sanger, Sarah Bernhardt, Christabel Pankhurst, Helen Keller, Elizabeth Cady Stanton, Susan B. Anthony, Anais Nin, Amelia Earhart, Jane Addams and Emma Goldman are the subjects of these 22½" x 17" posters. The accompanying guide contains biographical information as well as the texts of historical documents and study questions on women. A bibliography is also included. Order from Les Femmes, 231 Adrian Road, Millbrae, CA 94030. Single copy: $1.50 ea.; Full set with Teaching Guide: $19.95.

(EEO)

144. Working Women. HIDDEN ASSETS: WOMEN AND MINORITIES IN THE BANKING INDUSTRY, 1980. Softbound; 20 pp. Women and minorities in banking for career counselors, students (Grades 10-12).

HS

CAREER COUNSELING

An assessment of bank employment practices and government anti-discrimination enforcement. Order from Working Women, National Association of Office Workers, 1224 Huron Road, Cleveland, OH 44115. $3.00.

(EEO)

EQUAL EMPLOYMENT OPPORTUNITY OFFICE

PURPOSE:

The Equal Employment Opportunity Office (EEO) is that section of the District of Columbia Public Schools charged with planning, coordinating, evaluating, reporting and making recommendations for modifying, changing or adding actions which are designed to support non-discriminatory practices or policies within the school system.

USE:

The EEO Office can provide information, technical assistance, speakers, materials and other resources to assist administrators, teachers, students and the broader school community in recognizing and attaining educational and employment equity.

Resources may be utilized at the EEO Office and many may be borrowed from the Office. Single copies of numerous materials are available without charge to D.C. educators.

HOURS:

8 a.m. - 4:30 p.m. Monday through Friday.

LOCATION:

Presidential Building
415 12th Street, N.W.
Room 1010
Washington, D. C. 20004

TELEPHONE NUMBER:

(202) 724-4218

CONTACT PERSONS:

Emanuel Carr, Equal Employment Opportunity Officer (Director)

I. Wanda Whitlow Hinshaw, Title IX Coordinator/ Women's Program Manager

II. Eunice Wright-Jones, Sex Equity in Vocational Education Director

III. Thomas E. Pritchett, Section 504 Coordinator (Rehabilitation Act of 1973)

EEO OFFICE ORGANIZATION

ADMINISTRATION:

The Superintendent of the DCPS has overall responsibility for leadership and review of the Equal Employment Opportunity Program and the Affirmative Action Plan. The Superintendent delegates continued responsibility for assuring and advancing equal opportunity to each of the Regional Superintendents.

The Equal Employment Opportunity Officer coordinates the Equal Employment Opportunity Office and Programs. The EEO Officer has responsibility for planning, development, coordination, evaluation, reporting and making recommendations to achieve non-discriminatory policies and practices throughout the school system. The EEO officer also shall:

- Provide technical assistance to the Title IX Coordinator / Women's Program Manager, Spanish Program Coordinator, Section 504 Coordinator and all Equal Employment Opportunity Counselors.
- Serve as a liaison between the school system and the District of Columbia Office of Human Rights.
- Conduct or request periodic research necessary in order to maintain constant compliance with all applicable Equal Employment Opportunity regulations.
- Promote implementation of the Affirmative Action Plan throughout the entire District of Columbia Public School System.
- Work with and advise all appropriate administrative persons in the development of policy, training, upward mobility and other personnel matters related to the Equal Employment Opportunity Program.
- Develop a data gathering system, making use of the existing research and computer sections that can be used to identify and effect changes which can serve to meet Equal Employment Opportunity requirements.

GRIEVANCE (COMPLAINT) PROCEDURES:

Each public school, the six (6) Regional Offices and the Central Administration Office each have an assigned EQUAL EMPLOYMENT OPPORTUNITY COUNSELOR.

Any employee who alleges discrimination should contact the EEO Counselor assigned to her/his area. Counselors should receive informal complaints, make inquiries and seek solutions. They should counsel the aggrieved employees concerning the issues of the matter and in the event that a solution cannot be obtained, the counselor should then advise the employee of his/her right to file a formal complaint with the Equal Employment Opportunity Officer.

Counselors also should monitor compliance with the Affirmative Action Plan as it applies to the units of their respective areas. The EEO Counselors work cooperatively with the EEO Officer and Regional Superintendents to develop, disseminate and review Equal Opportunity practices and resolve discrimination complaints.

The name of your EEO Counselor may be obtained from the EEO Office.

STATEMENT OF POLICY

EQUAL EMPLOYMENT OPPORTUNITY OFFICE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

- - this will serve to reiterate the policy of the District of Columbia Public School System which is to promote "POSITIVE AFFIRMATIVE ACTION." Such actions when implemented will realize meaningful equal employment opportunities for applicants and employees in all facets of personnel administration.

a. To provide equal employment for all persons by prohibiting discrimination in employment because of race, creed, color, national origin, sex or age, with the exception of those positions which indicate unusual employment conditions or circumstances.

b. To conduct continuing programs for the elimination of all forms of prejudice and discrimination from personnel procedures, including disciplinary practices.

We, of the District of Columbia Public School System, recognize and must accept our responsibility to implement programs which will insure the entry and growth of minorities, women and persons of Spanish Speaking origin in our employment.

Your cooperation and support in AFFIRMATIVE ACTION PROGRAM EFFORTS is essential in assuring EQUAL EMPLOYMENT OPPORTUNITIES under the EQUAL EMPLOYMENT OPPORTUNITY ACT of 1972 (PL92-261).

PERTINENT EEO LEGISLATION

The Equal Employment Opportunity Office is charged with implementing the following EEO laws throughout the District of Columbia Public Schools:

TITLE 34 D.C. RULES AND REGULATIONS (HUMAN RIGHTS LAW)

Outlaws discrimination on basis of race, color, religion, national origin, sex age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, physical handicap, source of income, and place of residence or business.

LAW 2-38 (HUMAN RIGHTS ACT OF 1977)

To secure an end in the District of Columbia to discrimination for any reason other than that of individual merit, including, but not limited to discrimination by reason of race, color, religion, national origin, sex, age, martial status, personal appearance, physical handicap, etc.

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Outlaws discrimination on account of race, color, or national origin against students and others served by the school system (as an institution which received federal monies).

TITLE VII OF CIVIL RIGHTS ACT OF 1964

Outlaws discrimination in employment on account of race, color, religion, national origin or sex.

EQUAL PAY ACT OF 1963

Outlaws discrimination in salaries and wages on basis of sex.

AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967

Outlaws discrimination in employment on the basis of age. Coverage of law is only for those falling within ages 40-60.

EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972

To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights to prevent discrimination in federally-assisted programs, to establish a Commission of Equal Employment Opportunity and for other purposes.

EXECUTIVE ORDER 11246

Bans discrimination in employment on basis of race, color, religion, national origin, or sex.

TITLE IX OF EDUCATION AMENDMENTS OF 1972

Outlaws sex discrimination in program offerings, athletics, admissions.

TITLE II, EDUCATION AMENDMENTS OF 1976 (PUBLIC LAW 94-482)

Mandates the implementation of programs designed to actively overcome sex bias, sex stereotyping and sex discrimination in vocational education.

PUBLIC LAW 94-142

To insure that all handicapped children have available to them a free, appropriate public education which includes special education and related services to meet their unique needs; to insure that the rights of handicapped children and their parents are protected; to assist states and localities to provide for education of all handicapped children; and to assess and insure the effectiveness of efforts to educate those children.

TITLE V, SECTION 504, REHABILITATION ACT OF 1973 (PUBLIC LAW 93-112)

Prohibits discrimination against handicapped persons on the basis of handicap in any institution or activity receiving federal financial assistance. Included are all federally-assisted schools, colleges, vocational centers, hospitals, nursing homes, social service programs, housing developments, transportation systems and other public services.

RULES OF THE BOARD OF EDUCATION SPECIFICALLY APPLICABLE TO THE HANDICAPPED:

400.4, 450.1, 450.2(a), (b), (c), 452.1 (a-h) through 452.4

MAYOR'S ORDER OF NOVEMBER 29, 1978

Ensures that all agencies shall ensure that handicapped children aged 5 through 18 are provided an opportunity for an appropriate publicly supported educational program in accordance with this order.

I. TITLE IX COORDINATOR/WOMEN'S PROGRAM MANAGER

Wanda Whitlow Hinshaw

A. TITLE IX COORDINATOR

As an agency receiving Federal funds, the District of Columbia Public Schools are covered by Title IX of the Education Amendments of 1972 and its implementing regulations. Title IX prohibits discrimination based on sex for all students of the school system. The Title IX Coordinator is responsible for coordinating the District schools' efforts to assure compliance with Title IX.

Since the Superintendent of Schools' authorization in 1976, the school system has had a Title IX Oversight Compliance Committee, also known as the Committee of Twenty. The Committee is composed of representatives from each of the Regions; Supervising Director of Physical Education, Athletics and Safety; Supervising Director of Counseling; Assistant to the Assistant Superintendent for Vocational Education; and representatives from all Divisional Offices.

The Committee meets regularly to perform the following duties:

1) analyse and compile reports of the self-evaluation document which was submitted to each Office July 30, 1976;

2) prepare total self-evaluation reports and documentation of modifications and remedial steps;

3) monitor and provide assistance for development and implementation of modifications and remedial steps; and

4) prepare regular reports on progress of self-evaluation and District of Columbia Public Schools compliance for the Superintendent and other relevant persons.

B. WOMEN'S PROGRAM MANAGER

The Women's Program Manager provides leadership in the organization and implementation of all women's programs within the District of Columbia Public Schools. She sits on a citywide committee of Women's Program Managers from varied agencies and maintains contacts with city, regional and national women's organizations. She monitors personnel policies to assure that women are adequately represented in the areas of hiring, promotion and training. She is responsible for the informal resolution of Equal Employment Opportunity complaints relevant to the eradication of discrimination against women in the school system.

In June 1980, the Superintendent of Schools authorized the establishment of a Women's Program Advisory Committee (WPAC) to assure the full use of the talents and skills of women at all levels of the District of Columbia Public Schools. The Advisory Committee will consist of approximately 20 employees who represent all divisions and grade levels in the public schools. The WPAC will meet monthly with the following duties:

1) work closely with the agency's Women's Program Manager to plan activities and programs that will benefit all employees, and in particular women employees;

2) plan and conduct workshops and seminars in the areas of information and awareness, career development, communications, career guidance, upward mobility and others as needed;

3) work closely with other employees in their division to gather information, suggestions, and comments for discussion at monthly meetings and for inclusion in a proposal for agency program activities;

4) disseminate information to employees about WPAC activities and issues of concern;

5) inform administrators and other supervisors of planned activities, and seek their input and participation;

6) conduct studies and surveys and gather information that will be useful in analyzing and assessing problems of women employees that may exist in the agency. Make recommendations through the Women's Program Advisory Committee for inclusion in the agency's Affirmative Action Plan;

7) be aware and keep other employees aware that the Women's Program is an agency-wide activity and should be given the attention needed to make it a viable part of the agency's program, as beneficial to its women employees;

8) promote the program and take every opportunity to raise the consciousness of employees about equality, ability, and value of women employees of the public schools.

The Title IX Coordinator/Women's Program Manager maintains an extensive collection of key sex equity resource materials and newsletters of major sex equity organizations in her office. In addition, a core library of sex equity resources was established at her office in 1980 with the assistance of the Educational Equity Institute (see CORE section of this Directory). All of the material is available to educators in the District of Columbia Public Schools for use at the EEO Office. Copies of some are available without charge, and varied materials may be borrowed from the EEO Office for school use. Sample materials available include:

Adkison, Judith A. THE ICES STRUCTURE: LINKING ORGANIZATIONS FOR EDUCATIONAL EQUITY, 1979. Developed for Women's Educational Equity Act Program, Office of Education. Paperback; 76 pp. For people interested or involved in a social change effort or who are developing programs to change educational systems.

A monograph designed to encourage and facilitate replication of the ICES Model (a project of internships, certification, equity-leadership and support) as a strategy for implementing social change. Includes four parts: 1) interorganizational cooperation and coordination, 2) promoting educational equity for women, 3) structural problems and administrative remedies, and 4) evaluation of change strategies.

Bureau of Labor Statistics. THE LABOR FORCE PATTERNS OF DIVORCED AND SEPARATED WOMEN, 1977. Reprinted from January 1977 Monthly Labor Review. Pamphlet; 8 pp.

This article examines the distinct labor force characteristics of divorced and separated women and makes frequent comparisons with those of married women.

Duncan, Jo Anne. TRAINING MODEL FOR TITLE IX COMPLIANCE, 1979. Developed by the Educational Equity Training Institute, Trinity University. Eight training packets. For teachers and education personnel.

A series of eight training packets designed for staff development on Title IX compliance. Adapted from materials developed by Shirley McCune, Martha Matthews, Barb Landers, Terry Masters and Project W.E.E. Packets include: Physical Education (coed programs); Physical Education (compliance implications); Administration (principals); Title IX (general awareness); Vocational Education (women in work); Vocational Education (awareness); and Vocational Education (compliance).

Fair, Martha H., Nancy Kain Cook, Jeanette Ray Goins, Linda S. Doyle. TITLE IX - THE REGULATION AND THE GRIEVANCE PROCESS, 1979. Developed by the Colorado Department of Education. Softbound; trainer manual, 112 pp., participant workbook, 69 pp. For school administrators, Title IX Coordinators, school board members, instructional personnel, counseling and pupil services personnel, vocational education personnel, physical activities personnel, community group members.

Title IX/sex equity training model designed to assist education personnel and interested others in the development and implementation of grievance procedures under Title IX of the Education Amendments of 1972. Two volume set includes trainer manual and participant workbook. Other volumes in this series include Physical Education: Implementing Sex Equity (2 volumes) and Title IX for Sex Equity (2 volumes).

Leggio, Pamela, Theodora F. Martin, Susan Davis. RESOURCES FOR NONSEXIST/INTERETHNIC/MULTIRACIAL EDUCATION, 1979. Developed by the Office of Equal Education Opportunity, New Jersey State Department of Education. Softbound; 47 pp. For affirmative action officers, bilingual coordinators, curriculum supervisors, department chairpersons, librarians and media specialists, classroom teachers, other personnel involved in the selection and use of instructional materials.

This directory lists resources for nonsexist/interethnic/multiracial education to assist districts in finding print and non-print materials to use with students and staff. Annotations and name and address of publishers are included.

Moody, Charles D., Charles Vergon. IMPLEMENTING TITLE IX IN P.E. AND ATHLETICS, 1978. Paperback; 225 pp.

A series of papers delivered at conferences sponsored by the U.S. Office of Education (DHEW) on such issues as: the legal framework of equal athletic opportunity, some benefits of an equal opportunity program in physical education and athletics, implementing coeducation in physical education classes, budgeting for an EEO program and coping with inequality in physical education and athletics.

Mott, Frank L. THE SOCIOECONOMIC STATUS OF HOUSEHOLDS HEADED BY WOMEN, 1979. Developed for the Employment and Training Administration, U.S. Department of Labor. Softbound; 68 pp.

A monograph based on data obtained from the National Longitudinal Surveys of Labor Market Experience concerning the socioeconomic status of households headed by women.

Project on Expanding Career Options of Women. WORKSHOPS ON EXPANDING CAREER OPTIONS OF WOMEN, 1979. Developed for the Center for Research on Women, Wellesley College. For 3-ring binder; thirteen manuals.

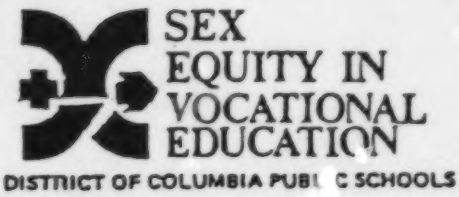
A set of volumes to be used as guides for workshops on expanding career options for women including strategies and action programs, public policy and economic background, discussions and workshop guides. Contains workshop packages including the major categories of: re-entering the paid labor force; Black and other minority workers; blue collar workers; clerical workers; service workers; professional workers; and management and administration.

Valiant, Sharon. PEOPLE WORKING*...*ESPECIALLY WOMEN, 1976. Developed for Title IV (DHEW) through the Training Institute for Sex Desegregation, Rutgers University. Softbound; 22 pp. For classroom teachers (K-12).

A book of materials, activities and ideas for the classroom teacher on: 1) women working as non-wage earners; 2) women wage earners, past and present; and 3) opportunities for women today.

II. SEX EQUITY IN VOCATIONAL EDUCATION DIRECTOR

Eunice Wright Jones



The Director of Sex Equity in Vocational Education assists the State Board of Vocational Education in fulfilling the purpose of Title II of the Education Amendments of 1976 (Public Law 94-482) by:

- Creating awareness of activities to reduce sex bias;
- Gathering, analyzing and disseminating data on status of men and women, students and employees.
- Developing and supporting actions to correct problems;
- Reviewing distribution of grants and contracts;
- Reviewing all vocational education programs;
- Monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing and promotion procedures;
- Assisting local education agencies in improving vocational education opportunities for women, etc.; and
- Reviewing and submitting recommendations for five (5) year State Plan, etc.

The functions are geared to furnishing equal education opportunities in vocational education programs to persons of both sexes and eliminating sex discrimination and sex stereotyping from all vocational education programs in the District of Columbia Public Schools. Services and resources of the Office of Sex Equity in Vocational Education are available to District of Columbia Public Schools staff and all other persons interest in equitable vocational education.

Print, non-print and human resources are available to assist in the preparation of meetings, workshops, research, curricula and other educational equity efforts. Among the innovative human resources are District of Columbia students in vocational programs nontraditional for their sex, who have been trained to conduct sex equity workshops with junior high school students. They are available "live" for programs at District of Columbia junior high schools and on videotape for elementary schools.

Numerous materials may be borrowed from the Office of Sex Equity in Vocational Education. Single copies of many items are available as free handouts. Samples of audiovisual and of print sex equity materials offered are listed and described below (A & B).

Assistance or materials may be obtained by visiting or calling the EEO Office or by completing the form, PLANNING GUIDE FOR PRESENTERS (C), and submitting it to the Director of Sex Equity in Vocational Education at the EEO Office.

A. AUDIOVISUAL SEX EQUITY RESOURCES

WHEN I GROW UP, (Copyright 1977)

"When I Grow Up" presents a series of vignettes of differential treatment of students on the basis of sex in elementary school classrooms. This film can be used to stimulate discussion with students, teachers, parents, counselors and administrators. A discussion guide is included.

HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?, (Copyright 1978)

A discussion takes place between an adult, a boy and a girl. They talk about long-range plans, career options, and social roles. This slide show is useful when discussing career and vocational planning, changing occupational and family roles, and encouraging students to explore various career options. A guidebook accompanies the slide show. This is available for school district use through the Vocational Sex Equity Office in each state department of education.

WHAT'S HAPPENING?

A slide/tape presentation based on career offerings of the six career centers and three special schools within the District of Columbia Public School system's Division of Career Development Programs. Emphasis is placed upon the system's Policy of Open Access, the Superintendent's Directive on Sex Discrimination in Vocational Education and recent legislation pertaining thereto. This material is appropriate for students, teachers, administrators, parents and community groups.

THE CHANGE

A 16-millimeter film of profiles of women in non-traditional trades in the Metropolitan area who have found satisfaction in their occupational choices. This film is appropriate for students, teachers, administrators, parents and community groups.

NEW PIONEERS

A project to eliminate sex bias in occupational education.

AN EQUAL CHANCE

A parents introduction to sex fairness for their sons and daughters in vocational education.

PIONEERING THROUGH VOCATIONAL EDUCATION

A series of articles on services to the handicapped, women, and the disadvantaged in the vocational, technical, and adult educational system.

PROPOSAL WRITING

A guide for preparing proposals: written documents stating how much money you want, why you want it, how you use it, and what you expect to accomplish with it.

REDUCING CAREER BARRIERS RESULTING FROM SEX ROLE STEREOTYPING

REQUEST FOR PROPOSAL

Requests from various funding sources announcing mini-grants in sex equity for projects conducted to achieve sex fairness in vocational education.

GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS

The guide is intended to ensure freedom from sex discrimination in the development of any vocational education materials.

A CHECKLIST FOR EVALUATING MATERIALS

An easy-to-use checklist for identifying sexism in vocational materials.

S.T.E.R.E.O. (STRATEGIES, TECHNIQUES AND EFFECTIVE RESOURCES FOR EQUALIZING OPPORTUNITIES)

A resource bibliography for vocational education.

TRAINING FOR CAREER AWARENESS FOR WOMEN

A guide for facilitating a one-day workshop for women to expand their information regarding occupational training available through existing programs in vocational education.

SUPERINTENDENT'S POLICY ON SEX DISCRIMINATION IN VOCATIONAL EDUCATION IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

A directive issued by Dr. Vincent E. Reed to ensure the elimination of sex bias and sex stereotyping in vocational education as referred to in Public Law 94-482.

currently being developed:

EQUITABLE EDUCATION DIRECTION FINDERS FOR SOCIAL STUDIES

A series of lesson plans in the Competency Based Curriculum format for levels K-6 which may be used as an introduction to sex-fairness in vocational education. Suitable for infusion in social studies curricula.

B. PRINT SEX EQUITY MATERIALS

APPLICATION FOR GRANTS UNDER WOMEN'S EDUCATIONAL EQUITY ACT PROGRAMS

A package containing information needed to apply for grants from WEEAP (Women's Educational Equity Act Program, U.S. Department of Education).

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION: STRATEGIES FOR ADMINISTRATION

Briefs on the following topics: 1) Special Population; 2) Sex Equity; 3) Planning; and 4) Evaluation.

EQUAL IS BETTER

A guide to some recently developed resources for promoting sex equity in vocational education.

THE GUIDANCE NEEDS OF WOMEN

One of a series of 16 papers covering the areas of special needs subpopulations, sex fairness, planning and evaluation in vocational education.

HELPING CHILDREN MAKE CAREER PLANS: TIPS FOR PARENTS

Fifteen tips on how to help your child make career plans.

GUIDELINES FOR THE EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS (Maryland State Department of Education)

Criteria for selecting textbooks and instructional materials.

MEDIA: SELECTED LIST OF FILMSTRIPS TO SUPPLEMENT THE MULTI-CULTURAL AND MULTI-ETHNIC CURRICULUM

A sound filmstrip dealing with actual complexities of African, Afro-American, Alaskan, American Indian, Black, Central American and other multi-ethnic cultures.

C. PLANNING GUIDE FOR PRESENTERS

District of Columbia Public Schools
Office of Sex Equity in Vocational Education

1. Name and Title of Presenter_____

2. Organization_____

3. Address_____

4. Telephone No._____

5. Name of Alternate Presenter_____

6. Telephone No._____

7. Name of group you plan to speak to_____

_____

   a. Approximate number of persons in group_____

8. Date of presentation_____

9. Time_____

10. Place_____

11. Resources needed - (Please check)

   a. HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?, Slides and Leader's Guide_____

   b. "What's Happening?" slides with audio_____

   c. Superintendent's Policy on Sex Discrimination in Vocational Education, no. of copies_____

   d. Summary of the Regulations for Title IX, no. of copies_____

   e. Summary of the 1976 Education Amendments, no. of copies_____

   f. Workforce Worksheet, no. of copies_____

   g. Answer sheet and Reference Page, no. of copies_____

   h. Trainer to assist you in your presentation_____

_____

   i. Male/Female Enrollments in Career Development Programs of D.C. Public Schools, no. of copies_____

   j. Additional Assistance Needed in Planning_____

   k. Other (explain)_____

_____

Return to: Office of Sex Equity in Vocational Education, 415 12th Street, N.W., Suite 1010, Washington, D.C. 20004

(Form may be reproduced)

III. SECTION 504 COORDINATOR (REHABILITATION ACT OF 1973)

Thomas E. Pritchett

The Section 504 Coordinator is responsible for the management and administration of the policies in Public Schools of the District of Columbia related to nondiscrimination on the basis of handicap. The 504 Coordinator works cooperatively with all segments of the school system to assure that persons with disabilities have an equal opportunity to derive the benefits of programs and activities receiving Federal financial assistance. This includes working in conjunction with the Division of Buildings and Grounds to remove physical barriers and establish programs and activities accessibility criteria.

The Section 504 Coordinator provides information, technical assistance and support for grievance resolution in any area pertinent to the disabled in the school system. He offers to District of Columbia educators, free literature, past and current periodicals, and extensive resource material on educational equity in general with particular emphasis on materials about eliminating discrimination based on disability. Whenever possible, the Coordinator will attempt to locate and provide single copies of requested items without charge.

Samples of the types of materials which can be obtained from the Section 504 Coordinator include:

A. PERIODICALS

Subscriptions are maintained to major disability periodicals. Periodicals may be used in the EEO Office. If extra copies are unavailable as handouts, the Coordinator will arrange to make single copies of particular articles upon request. The subscriptions include:

ARISE, American Research Institute in Special Education, Brooklyn School for Special Children.

Reports on major developments of importance to physically and mentally disabled people. Special sections on research and medicine, publications and new products designed to keep the reader up-to-date on handicapped issues. Published 10 times a year.

CIVIL RIGHTS DIGEST/PERSPECTIVES, U.S. Commission on Civil Rights.

Contains articles designed to stimulate ideas and interest on a variety of civil rights issues concerning denial of equal protection of the law because of race, color, religion, age, sex or national origin. Published quarterly.

DISABLED USA, The President's Committee on Employment of the Handicapped.

Reports progress in opportunities for handicapped workers and provides information concerning developments in rehabilitation and placement of people with disabilities.

REPORT, National Center for a Barrier Free Environment.

A newsletter on architectural and transportation barriers for handicapped people. Includes information on recent developments, publications, conferences, organizations, programs, legislation and new ideas in barrier free design. Published bi-monthly.

AMICUS, National Center for Law and the Handicapped.

Reports on news, legislation and court action concerning legal rights of the handicapped. Published bi-monthly.

MONTHLY LABOR REVIEW, Bureau of Labor Statistics, U.S. Department of Labor.

Contains articles on labor-related issues and trends including research summaries, significant decisions in labor cases, labor developments, book reviews and current labor statistics. Published monthly.

B. RESOURCE/CURRICULAR MATERIALS

Balles, Nancy J. THE UNENFORCED LAW: TITLE IX ACTIVITY BY FEDERAL AGENCIES OTHER THAN HEW, 1978. Developed by the National Advisory Council on Women's Educational Programs. Softbound; 47 pp. For individuals, organizations concerned with Title IX compliance.

Results of a survey of federal agencies other than HEW to determine if they are enforcing Title IX legislation prohibiting sex discrimination against students and employees in Federally assisted programs or activities.

Committee for the Handicapped. DIRECTORY OF ORGANIZATIONS INTERESTED IN THE HANDICAPPED. 1976. Developed for the People to People Program. Softbound; 48 pp. For employers and potential employers of handicapped people, others interested in the handicapped.

A directory of organizations concerned with the techniques, training, treatment, devices and procedures used in helping the handicapped to help themselves.

SCIENCE FOR HANDICAPPED STUDENTS IN HIGHER EDUCATION, cont.

Summary of the findings and recommendations of a conference on barriers to post secondary science education for handicapped students. Identifies barriers and suggests solutions developed by handicapped students and scientists, teachers and practitioners. Bibliography and list of selected publications of consumer organizations of handicapped persons included.

von Hippel, Caren, June Foster, Jean Lonberg. CIVIL RIGHTS HANDICAPPED PERSONS, AND EDUCATION: SECTION 504 SELF-EVALUATION GUIDE, 1978. Developed by CRC Education and Human Development, Inc. for the Office of Civil Rights (DHEW). Softback; 116 pp. For school administrators.

Designed to assist preschool, elementary, secondary and adult education institutions evaluate, adapt and develop techniques to comply with Section 504 of the Rehabilitation Act of 1973 prohibiting discrimination against a handicapped person under any program or activity receiving federal financial assistance.

C. HANDOUTS (multiple copies available)

AFFIRMATIVE ACTION PLAN, District of Columbia Public School System. 42 pp.

AFFIRMATIVE ACTION TO EMPLOY HANDICAPPED PEOPLE: A POCKET GUIDE to the regulations of the affirmative action requirements of Section 503 of the Rehabilitation Act of 1973, The President's Committee on Employment of the Handicapped. 13 pp.

DISABILITY IN THE NEWS, Department of Health, Education and Welfare Task Force on Public Awareness and the Rights of Disabled People. Cross section of articles which appeared in the country's newspapers from June 30 to December 5, 1977.

FEDERAL REGISTER, Wednesday, May 4, 1977, Part IV,"NONDISCRIMINATION ON THE BASIS OF HANDICAP," U.S. Government Printing Office. 27 pp.

HOW TO COMMUNICATE TO AND ABOUT PEOPLE*...*WHO HAPPEN TO BE HANDICAPPED, The President's Committee on Employment of the Handicapped; The School of Business Administration, The American University; The Public Relations Society of America. 16 pp.

Kapisovsky, Peggy M., Jean Workman, June C. Foster. A TRAINING AND RESOURCE DIRECTORY FOR TEACHERS SERVING HANDICAPPED STUDENTS, K-12, 1977. Developed by the Office for Civil Rights (DHEW). Softbound; 213 pp. For regular class teachers (K-12).

Lists resources to assist regular class teachers in accommodating students with physical and mental handicaps into their classrooms. Identifies national resources which provide information literature on handicapped conditions, equipment, and/or inservice education. Includes state-by-state listing of inservice training programs for teachers, state agencies, service and consumer organizations and directories of services. A bibliography of texts and materials for inservice workshops is also included.

Koba Associates, Inc. WOMEN IN NON-TRADITIONAL OCCUPATIONS - A BIBLIOGRAPHY, 1976. Developed for the Bureau of Occupational and Adult Education, Office of Education (DHEW). Softbound; 189 pp. For vocational education program directors, educators, planners, individuals concerned with vocational education and women in the workforce.

A bibliography of literature on all aspects of women in the non-traditional job market including personal accounts/experiences, sex stereotyping, discriminatory practices on the job and employment projections.

President's Committee on Employment of the Handicapped. BIBLIOGRAPHY OF SECONDARY MATERIALS FOR TEACHING HANDICAPPED STUDENTS. Developed with the Subcommittee on Youth Development, the Mideast Regional Resource Center and the Department of Special Education, the George Washington University. Softback. For teachers.

A bibliography of materials dealing with the delivery of special education, vocational education and industrial arts services to handicapped individuals.

Redden, Martha Ross, Cheryl Arlene Davis, Janet Welsh Brown. SCIENCE FOR HANDICAPPED STUDENTS IN HIGHER EDUCATION, 1979. Developed by the Office of Opportunities in Science, American Association for the Advancement of Science. Softback; 74 pp. For teachers, planners, educational personnel.

SECTION 504 OF THE REHABILITATION ACT OF 1973 FACT SHEET: Handicapped Persons, Rights Under Federal Law, Office for Civil Rights, Office of the Secretary, U.S. Department of Health, Education and Welfare. July 1977. 9 pp.

YOUR RESPONSIBILITIES TO DISABLED PERSONS AS A SCHOOL OR COLLEGE ADMINISTRATOR. U.S. Department of Health, Education and Welfare. 1978. 15 pp.

ED125462 HE008036
Status of Women Report. Educational Assessment Center Reports.
Eaconoudi, Jeannette
Washington Univ., Seattle. Educational Assessment Center.
Apr 76 38p.
Report No.: EAC-P-312
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
The status of women students at the University of Washington was reviewed in terms of admissions at the undergraduate, graduate, and professional schools for autumn 1975. Academic performance, financial aids, and student employment were also examined. Women were underrepresented at the graduate level and in the professional schools. Greater proportions of women showed higher academic achievement than their male counterparts. On the average, women student employees earned slightly lower hourly wages than did men. (Author)
Descriptors: Academic Achievement/ *Admission (School)/ Comparative Analysis/ *Educational Assessment/ Educational Finance/ *Females/ Graduate Study/ *Higher Education/ Males/ Professional Education/ Race/ Student Employment/ *Student Financial Aid/ Tables (Data)/ Undergraduate Study
Identifiers: *University of Washington

ED125484 HE007921
The Status of Women at Fai
Report.
Liss, Lora
Fairleigh Dickinson Univ., Ru
74 211p.; Not available in reproducibility of original doc
EDRS Price MF-$0.83 Plus
EDRS.
It was against a background o the status of women and in Action Plan at Fairleigh Dickin of women study was undertaken revealed a pattern similar differential salaries, rank, an male colleagues. While the p has been found to be smallest a is of interest that at a fo university, such as Fairleigh D women on the faculty still does total of 488 faculty members. I information was also collec perceptions of discrimination, marital status, preferred differentiation, personnel and benefits, professional developm the most striking finding of proportionately low amount of p women who have closely been route to academic success. (Auth

RESEARCH INFORMATION

CENTER

ED106277 SP009189
A Psycho-Social Study of Outstanding Female Athletes.
Bolotin, Eva A.
74 159p.; Ed. D. Thesis: Boston University
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This study is an ex post facto analysis of the life histories of 24 Olympic female champions which attempts to determine events and variables in the psychological and social driving forces behind outstanding achievement in sports. The data was gathered by (a) personal interviews, (b) the Edwards Personal Preference Schedule (EPPS), and (c) a data questionnaire. Analysis of the clinical data revealed some developmental dynamics that may characterize all subjects: a deep desire to excel, early goal-setting and the ability to follow through with these goals, a strong self-concept, well-developed heterosexuality, and parents who were supportive and had high expectations of their daughters. Analysis of the EPPS data revealed two pronounced psychological variables: a high need for achievement and a high need for autonomy. The personality profile of the group showed a balanced curve, indicating emotional stability and normal personal adjustment. (Author/PB)
Descriptors: Achievement Need/ *Athletes/ *Females/ *High Achievers/ Individual Characteristics/ Motivation/ *Psychological Characteristics/ Psychological Studies/ *Social Influences

practicalities of Women in ith. Southern Cooperative

, L.
Station, Fayetteville.

ield Research Service (DOA).

JS POSTAGE
1966 in the labor force some rural areas of Alabama, Tennessee were examined. ctors by low income and high se the: (1) scope, social ility and its effects on the the initial sample loss from the patterns of labor force ibution, and mobility of ariables as age, education, family life cycle. Three to ach study, based primarily Data were obtained from 1960 and 838 households in) one of the most important ent was her position in the

EJ106810 SP503013
Career Development of Males and Females Gifted in Science
Hansen, Richard; Haubner, James
Journal of Educational Research, 68, 1, 43-5 Sep 74
Descriptors: *Vocational Development/ *Sciences/ *Males/ *Females/ *Careers/ High School Students

EJ103512 SP519082
Teacher Sex and Achievement Among Elementary School Pupils
Forslund, Morris A.; Hull, Ronald L.
Education, 95, 1, 87-9 / 74
The present study tests the general hypothesis that the school achievement of preadolescent boys and girls will be higher under male than female teachers. (Author)
Descriptors: *Elementary School Teachers/ *Males/ *Females/ *Academic Achievement/ *Research Methodology/ Student Teacher Relationship/ Tables (Data)
Identifiers: *Science Research Associates Achievement Test

EJ103221 TM501223
The Differential Predictability of the College Performance of Males and Females
Cross, Alan L.; And Others
Educational and Psychological Measurement, 34, 3, 363-9 Sum 74
Descriptors: *Prediction/ *Males/ *Females/ *Grade Point Average/ *Grades (Scholastic)/ Academic Achievement/ College Students/ Predictor Variables/ Statistical Analysis/ Multiple Regression Analysis

EJ099354 ES701168
An MMPI Scale to Measure Scholastic Personality in Women
Clyburn, James M.; Haubringer, Charles
Perceptual and Motor Skills, 37, 3, 983-86 Dec 73
Indicates that high scholastic potential of women can be predicted from a scale consisting of personality inventory items. (RB)
Descriptors: *Academic Achievement/ *Females/ *Predictive

first complete a community college program should be initiated. (Author/BN)
Descriptors: Academic Achievement/ Aspiration/ *College Freshmen/ Comparative Analysis/ Females/ *Junior Colleges/ *Occupational Choice/ Participant Satisfaction/ Relevance (Education)/ *Self Concept/ *Womens Education

ED067433 UD012839
Women: Their Educational and Career Roles. An Annotated Bibliography of Selected ERIC References. ERIC-IRCD Urban Disadvantaged Series, Number 31, August 1972.
Barbeau, Jean
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Aug 72 71p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-9-420088-3337(519)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This annotated bibliography has been prepared to deal with the issue of women as a group whose realistic and creative contributions have often been hindered by traditional employment patterns and social institutions. The listing encompasses documents citations in "Research in Education" from November 1966 through December of 1971, and journal citations in "Current Index to Journals in Education" from January 1969 through December 1971. Much of the literature cited is research oriented, and is divided into seven sections: women in the society, counseling women, women in academia (as students), continuing education for women, career choice and development for women, and women in the world of work. Documents cited are concerned to a large degree with the woman who has completed at least her high school education. The literature does bear out the claims of discrimination which have been raised for so long, and, indeed, throughout the bibliography materials appear which talk to this issue. Other areas discussed in the literature cited are the attitudes and concerns of women in relation to society in general, the academic world, or the working world-career, job, or education in relation to marriage and family being the dominant theme; and programs and institutions for women such as special university programs, Women's Talent Corps, and the New York State Educational Center for Women. (Compiler/BJ)
Descriptors: Academic Achievement/ Adult Education/ Annotated Bibliographies/ Bias/ Career Choice/ *Careers/ Changing Attitudes/ Counseling/ Discriminatory Attitudes

RESEARCH INFORMATION CENTER

Division of Research and Evaluation

PURPOSE:

The Center was organized in 1969 to assist the professional staff of the District of Columbia Public Schools in projects involving educational research. Research information is collected, stored, retrieved, and disseminated toward this objective.

Educators interested in learning more about sex equity concepts will find a variety of facilities available at the Research Information Center. The Center's resources could be especially helpful in proposal writing, in developing new classroom materials or for preparing an in-service training program. The various services are summarized below.

All RIC services are available on a priority basis to individuals and groups involved in direct support of school system programs.

USE:

- -DCPS Teachers and Other Educational Personnel
- -Federal and District Agencies
- -Central and Field Administrators
- -Community Groups and Other Local Organizations
- -Board of Education

VISITORS:

Visitors are welcome to use the information resources in the Center. The Center staff will locate and retrieve material for you. Assistance in the use of indexes and guides will be provided.

HOURS:

9:00 A.M. - 5:00 P.M. Monday - Friday

LOCATION:

Presidential Building - Room 1013
415 - 12th Street, N.W.
Washington, D.C. 20004

TELEPHONE NUMBER:

(202) 724-4249

CONTACT PERSONS:

Dr. Mildred Cooper, Assistant Superintendent
Erika Robinson, Coordinator

GUIDES AND RESOURCES:

Card Catalog with author and title entries.

Periodical Catalog lists approximately 100 periodicals in the Center

Vertical File contains documents and materials on a wide variety of educational subjects

The complete ERIC collection, including:

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), a comprehensive author and subject guide to articles in the field of education. CIJE indexes over 500 educational journals each month with annotations and is cumulated annually.

RESOURCES IN EDUCATION (RIE), a monthly abstracting service of the Educational Resources Information Center (ERIC). RIE is an author-subject-institution index to documents pertaining to educational research. These indexes, abstracts, and microfiche copies of the documents are maintained in the Center. Readers and reader-printers are available for viewing of documents.

ERIC information may be accessed by computer or manually. The following ERIC DESCRIPTORS are useful in sex equity research:

Females	Sex Discrimination
Feminism	Sex Roles
Equal Education	Sex Stereotypes
Equal Opportunities	

HISTORICAL DOCUMENTS:

Some historical and archival material on the D.C. Public School System is available for use in the Center by visitors. Included are reports of the Superintendents and Board of Trustees from 1845 through 1932, as well as the Records of the Columbia Historical Society and other books on Washington, D.C. Also available are Biographical Directories of women and men for whom D.C. schools were named.

RESEARCH SERVICE:

Through a subscription to the Educational Research Service (ERS), the Center has direct access to an extensive source of current information and research on education not readily available elsewhere.

NEWSCLIPPINGS: A file of clippings of local newspapers is maintained in the Center. Articles are filed by subject matter.

STATISTICAL REPORTS: Current and historical published statistical reports of the school system are available on pupils, personnel, and buildings.

In General Reference, the following statistical resources are also available:

- Census Data
- D.C. Employment Data
- Reports from National Center for Educational Statistics
- Statistical Abstracts

GENERAL RESEARCH FILES: Journal articles, reprints, reports, news clippings, copies of selected ERIC searches, etc., are filed by subject according to ERIC code numbers.

Under the code numbers below, materials are filed on various sex equity-related subjects as indicated:

- 070 Females - Title IX, Sex Equity, Sex Bias
- 230 Legislation - Title IX, Equal Education
- 480 Sex Discrimination - Title IX, Sexism in Education, Sexism in Textbooks, Literature, Instructional Materials, Sex Bias, (in) Vocational Education
- 490 Sex Roles - Sex Role Stereotyping, Role Models.

BOOKS: The Center has a few shelves containing books and booksize reports on research in education. Books relevant to sex equity are shelved by the ERIC code numbers 480 and 490.

SAMPLE ITEMS: Examples of materials located at the Research Information Center which could be of particular help to persons interested in sex equity in the public schools are:

Diamond, Esther, Editor. ISSUES OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST MEASUREMENT. Developed by Aries Corporation for National Institute of Education Career Education Program. Superintendent of Documents, Washington, D.C., 1975. Paperback, 219 pp. For counselors, career education specialists, administrators.

This collection of eleven papers reviews all aspects of the impact of sex bias on career choice of students at all levels from junior high, through college and adult continuing education. The mechanics of developing sex- and race-fair interest inventories are reviewed. A great deal of information and statistics on the career selection process by women, extensive bibliographies on sex equity related issues and the N.I.E. guidelines for assessment of bias in career interest inventories are included in this publication.

Gallagher, James J., TEACHING THE GIFTED CHILD (Second Edition). Boston: Allyn and Bacon, Inc., 1975. Hardcover, 431 pp. For counselors, teachers, administrators.

This book reviews all aspects of the educational process and administration of training for gifted children. One five-page section deals with the specific needs of gifted girls and the elimination of sex bias in programs for gifted children of either sex.

Research Information Center Search #8914. SEXISM IN BOOKS. ERIC, 1978. Computer printout, 14 pp. For textbook committees, teachers and librarians.

This literature search contains annotations from 61 resources dealing with sexism in children's literature and books. Articles from periodicals, dissertations, conference papers, institutional reports, government documents, bibliographies and guides are included. Many of the entries represent research on sex role stereotyping in the content of books and in illustrations; others deal with sexism in language usage.

Sargent, Alice G., Coordinator. TAKING SEXISM OUT OF EDUCATION. Developed by the National Project on Women in Education for Department of Health, Education and Welfare. Superintendent of Documents, Washington, D.C., 1978. Paperback; 113 pp. For administrators, teachers and counselors.

This collection of ten papers, originally published in American Education in 1977, provides an overview of Title IX and describes methods for overcoming sex bias through student counseling, retraining teachers, and revision of curriculum and instructional materials. Other chapters advocate the need for women in educational administration, new goals for teacher education programs, the status of minority women in education and changing male roles. This book is a review of the various ways that sex bias and discrimination is manifested in the schools and describes a number of ways for correcting these problems.

EDUCATIONAL MEDIA
CENTER

FILM LIBRARY

EDUCATIONAL MEDIA CENTER

Film Library

PURPOSE:

The Educational Media Center, under other titles, has existed in the Public Schools of the District of Columbia since the late 1940's. It has been located in the Lemuel Penn Center since 1973. The EMC was developed to procure, house, distribute and develop non-print resources and materials to provide ongoing support for educators in implementing the instructional program of the D.C. Public Schools.

The Film Library, a relatively new venture, was designed to provide D.C. Public School educators with regularly available resources of instructional quality and quantity. Daily deliveries of films are available to all schools.

USE:

The resources of the Film Library are available to all educators in the D.C. Public Schools. The Library contains an extensive collection of 16mm films and a few filmstrips. All materials may be borrowed and assistance is available for locating or making additional materials. An annotated Film Library Catalog describes available materials.

HOURS:

8:00 a.m. - 4:30 p.m. Monday through Friday.

LOCATION:

Lemuel Penn Center
1709 Third Street, N.E.
Washington, D.C. 20002

TELEPHONE NUMBER:

(202) 576-6315 or 16

CONTACT PERSON:

Arthur Scott, Film Librarian

HOW TO ORDER:

A. Contact the Coordinator for Audiovisual Instruction, usually the Librarian, designated for your school. The Coordinator will have copies of the Film Library Catalog, Film Order Forms, and information about recent acquisitions and current procedures.

B. Orders are to be placed through this Coordinator. Orders should be placed one to two weeks before the material is needed, but a minimum notice of three school days is required for ordering. Infrequent emergency orders might be placed by telephone through your Coordinator.

C. Projection Equipment, delivery service, and other needed support will be provided by the Audiovisual Coordinator.

D. The Film Order Form (Form 476), obtained from your Coordinator, may list multiple titles being ordered. You must complete the WHO-WHAT-WHEN-WHERE information accurately and return the form to the Coordinator. You will be given a yellow copy of the delivery sheet.

E. Extensions may be made to your original loan period at any time if the film is available and if the request is made at least one day prior to the return date through your Coordinator.

FILM LIBRARY CATALOG:

The Catalog contains instructions for ordering and using materials and a seventy-five page annotated listing of available films. The films are indexed by Subject and Title. The film Producer/Distributors are listed for each item and a Code Section at the end of the Catalog identifies the codes. Films are described in terms of:

Length	MIN
Black and White	B
Color	C
Grade Level	P...Primary...Grades K-3
	I...Intermediate...Grades 4-6
	J...Junior High...Grades 7-9
	S...Senior High...Grades 10-12
	C...College
	A...Adult

Grade Level Indications are inclusive. An indication of I-S indicates the film is useful in Grades 4-12.

Every school has a Catalog. Because many of the materials were developed in years prior to the passage of Title IX, the legislation requiring sex equity in educational institutions receiving Federal funds, they require careful screening for fair and equal treatment of males and females and use of non-stereotyped roles and terminology.

SAMPLES OF SEX-FAIR MATERIALS:

Samples of items listed in the Catalog which might be of use to educators developing sex equity in their programs are:

BILL OF RIGHTS IN ACTION, THE -Women's Rights C 23 min
2526 J-C A

Describes how a high school girl's desire to swim on the boy's team is thwarted by state bylaws which prohibit it. Points out that these bylaws are unconstitutional because the 14th amendment quarantees equal protection of the law to all citizens, regardless of sex.
Prod-BFA Dist-BFA 1974

FANNIE LOU HAMER C 10 min
56 J-S A

Presents Fannie Lou Hamer, the great heroine of the bitter struggle for justice in Mississippi, as she speaks of non-violence and Black power.
Prod-REPRO Dist-REPRO

GWENDOLYN BROOKS B 30 min
2090 S

Introduces the poetry and personality of Gwendolyn Brooks. Illustrates the Chicago environment which provided the inspiration for most of her materials. Accompanies poetry readings by Miss Brooks with scenes of the people or local described by the poems. From the Creative Person Series.
Prod-NET Dist-IU 1967

HARRIET TUBMAN AND THE UNDERGROUND RAILROAD C 54 min
93 I-J

Describes the first 19 trips Mrs. Tubman, a conductor on the Underground Railroad, made into slave territory between 1850 and 1860. From The Great Adventure Series.
Prod-CBSTV Dist-MGHT 1964

LADY IN THE LINCOLN MEMORIAL, THE C 18 min
2486 J-S

Portrays the life of Marian Anderson as a struggling Black singer in a prejudiced world through dramatized situations in her childhood and young adult years and through authentic photographs of her vocal and social triumphs. Includes photographs of her European tours and her historic concert at the Lincoln Memorial in 1939.
Prod-NYT Dist-REPRO 1969

MARGARET MEAD B 30 min
66 J-S A

Margaret Mead, anthropologist, uses experience gained from her study of primitive cultures to discuss contemporary world problems -- marriage and morality, a woman's place in modern life, education, responsibilities of nationhood, an individual's role in a democratic society and scientific frontiers of the future. From The Wisdom Series.
Prod-EBEC Dist-OPRINT 1960

SIU MEI WONG - WHO SHALL I BE C 15 min
2396 C

Tells the story of a young Chinese girl, living in Los Angeles' Chinatown, who yearns to become a ballerina. Describes the family's conflict when her ballet lessons infringe upon her education at the Chinese school where she has been sent by her father to make sure she retains her Chinese culture. Tells how her father decides that he must not let his own deep ties to tradition prevent his daughter from having a chance to pursue her own goals. From The Many Americans Series.
Prod-LCOA Dist-LCOA 1971

SUSAN B. ANTHONY IS TRIED FOR VOTING C 25 min
2773 I-J

Depicts the second day of legal proceedings in which Susan B. Anthony is being prosecuted for voting. From The You Are There Series.
Prod-CBSTV Dist-OPRINT 1955

TORMENT OF JOAN OF ARC, THE C 22 min
2771 I-J

Shows turbulent France during the 15th century and a young peasant girl, Joan of Arc, who is on trial for heresy and treason. Explains that by refusing to deny the charges against her, Joan faces the penalty of being burned at the stake. From The You Are There Series.
Prod-CBSTV Dist-BFA 1972

FILMSTRIPS:

Various filmstrips are kept at each school in the District of Columbia. In addition to those housed at the building level, filmstrips are maintained at the regional instructional level. Information about materials and ordering may be obtained through the regional offices:

Region I.....767-7065
Region II.....724-4967
Region III.....724-4934
Region IV.....724-4785
Region V.....576-6334
*Region VI.....576-6056

*Region VI has completed a Filmstrip Catalog of its filmstrips. It is not annotated but is categorized by subject, e.g. Transportation.

Among the small filmstrip collection maintained at the Film Library are the following examples relevant to sex equity:

CAREERS AND LIFESTYLES C
Pt. 2
FS4 I-S
(Filmstrips/Audiocassettes)

This series is designed to help young people conceptualize careers as flexible, changeable aspects of their lifestyles.

Corporate Executive
Firefighter
Independent Carpenter
Neighborhood Center Director

Prod-GUID Dist-GUID 1976

JOBS AND GENDER C
FS7 J-S
(Filmstrips/Audiocassettes)

Explores how sexual barriers and stereotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles.

Prod-GUID Dist-GUID 1976

PREGNANCY IN HIGH SCHOOL-A CONTEMPORARY CASE STUDY C
FS2 J-S
(Filmstrips/Audiocassettes)

A pregnant student is the focus of disruptive classroom incidents; teacher requests the principal to place her on home instruction, principal agrees and notifies student's parents; parents contest case and seek court injunction.

Prod-GUID Dist-GUID 1976

SPORTS CLOSE-UPS 1 C
FS10 I-S
(Filmstrips/Audiocassettes)

This kit contains five paperback books and five narrated read-along cassettes on the careers of famous sports personalities, one of whom is female.

Billie Jean King, Tennis Champion

Prod-EMC Dist-EMC 1976

PRESIDENT'S ADVISORY COMMITTEE ON THE STATUS OF WOMEN * BLUE COLLAR TRADESWOMEN * NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION * WOMAN SOUND, INC. * NATIONAL ALLIANCE OF BUSINESS * WOMEN'S PAINTING CREW * CORPORATION FOR PUBLIC BROADCASTING * FEMINIST LAW COLLECTIVE * AMERICAN WOMEN IN RADIO AND TELEVISION * WOMEN'S BAR ASSOCIATION OF THE DISTRICT OF COLUMBIA * AMERICAN

national commission on working women * project on equal education rights * district of columbia commission for women * national black women's political leadership caucus * national archives for black women's history * national action forum for older women * women's equity action league * pro femina theatre * union sisters

COMMUNITY AND ORGANIZATIONAL

RESOURCES

COMMUNITY AND ORGANIZATIONAL RESOURCES IN SEX EQUITY

Introduction

As educators, we are often painfully aware of the extent to which what we do and how we do it is linked to the function and dynamics of the operation of other institutions in our society. For example, how many times have we heard ourselves malign television because it seems to transmit distorted or incorrect attitudes and information far more effectively than either we or parents can refute or correct it? How often have we heard students, especially male students, proclaim that school work is unimportant because they are going to become sports superstars? Or female students declare that they are going to be housewives and therefore don't need to know higher mathematics or science? Just as we feel that what we do is too often undermined by the function and ideas inherent in other institutions, so, too, can they complement our efforts.

Understanding this interconnection of institutions, the Community and Organizational Resources component of the Educational Equity Institute and this Directory was conceived. Support networks outside the immediate school building are very fertile resources from which energies and expertise can be tapped for the mutual benefits of the educational institutions and those community resources. Thus, to increase educational sex equity a wide range of contacts have been sought, from labor unions and professional associations, to civil rights and lobbying and activist groups. In addition, individuals in careers nontraditional for their sex were contacted and asked to act as role models for both the female and male students who are preparing to enter a workforce that is nearly 50% female.

How To Use This Section

This section is divided into three segments: The first provides A Sample Student Activity, the second lists Individuals who are willing to serve as nontraditional role models, and the third lists Organizations which can be responsive to sex equity concerns. These resources can provide you with one or more of the following:

1. Materials regarding the status of women in a profession;
2. Expertise regarding the performance of women and men in occupations nontraditional for their sex;
3. Employees who can be released from their regular duties to talk with students about the work that they do in these capacities; and
4. Employees as linkages for on-site visits, so that students might get a feeling for the type of environment in which different kinds of work is carried out.

As is often the case, our most vital resource was found in people themselves. The individuals listed in this section by no means represent a finite group of the people willing to come into the schools to talk to students, they are but a sample. They are often outstanding representatives of people in their fields, having come to our attention on the recommendation of former professors, administrators or colleagues. Many expressed great enthusiasm and commitment to our expressed goals. Others expressed less excitement, willing to participate but wondering what they could offer. We think they can offer our schools a great deal. Feel free to call any of the individuals listed in the role model section for information about their work or to ask them to speak to your students. They are expecting your call. Give potential speakers as much advance notice as you can -- at least two weeks. Don't be discouraged if one cannot make it at the time you would like to have her or him. Where possible several people have been listed in each field so that you can have some alternative choices.

We hope that, as needed, you as educators will turn to people and institutions in the surrounding community for advice and for assistance beyond that provided here as you develop your students' career awareness.

I. A SAMPLE STUDENT ACTIVITY

This skill activity excerpted from How High the Sky? How Far the Moon? [1/] provides an example of the kind of structure that might be built around the visit of a role model to the school or the students' own on-site visitations. Though written for students exploring options for women in science, it is easily adapted to members of either sex involved in a number of careers.

SKILL ACTIVITY: INTERVIEWING

LEVEL: Junior High, Senior High

OBJECTIVES:

1. To create awareness of contemporary people at work.
2. To research indepth information about the particular area of work and the personal lives of the worker.
3. To learn interviewing skills.
4. To learn techniques of oral history.

ACTIVITY DESCRIPTION: People in local community are interviewed about their work, training, and personal lives.

MATERIALS REQUIRED: A set of interview questions, tape recorder (optional).

INSTRUCTIONS:

1. Have a group of students locate people in a given field who are willing to be interviewed.
2. Have class design a set of questions to be used in the interview. Having the students do this is very valuable because they have the opportunity to learn what they want to know. Suggested questions are included on Interview Questions page (following).
3. Have the students interview the individuals chosen. Give them the option of:
   A. Writing the interview.
   B. Taping the interview.

1/ Menard, Sharon. 1979. Printed and distributed by Education Development Center, 39 Chapel Street, Newton, MA 02160. Copies may be found in Core Library and Mini-Collections.

C. Bringing the person to class and conducting the interview as part of a class presentation. (If several students choose this option, a panel format might be used.)

4. Have students present the results of their interviews in class.

DISCUSSION:

1. What part of the interview interested you the most? Why?
2. Did you learn anything new? What was it?
3. Did anything about the person, her or his work, or her or his life surprise you? If so, what was it? Why?
4. Would you like to get to know this person better? Why?

Sample Interview Questions

What is your job?

-- What do you do?

-- Describe the physical and human environment.

What are the job demands? Satisfactions? Frustrations?

What kind of person would enjoy doing your work?

What education or training background is required?

What kind of person would not enjoy doing your work?

What have been your chances for advancement?

What has been the competition?

What initiatives have you taken in your career?

What obstacles have you encountered?

What is it like to be a woman in this job?

-- What have been the responses of your family and coworkers?

How does your job fit with marriage? Childbearing?

How did you get where you are?

-- What was the decision-making process with respect

to your: early life?
teachers?
parents?
family circumstances?

What advice can you offer other women?

II. INDIVIDUALS

The people listed below have agreed to be speakers in District of Columbia Public Schools about their nontraditional careers.

ACCOUNTANTS

Lillie Curry
Cost and Budget Accountant
NBC
4001 Nebraska Avenue, N.W.
Washington, D.C. 20016
(O) 686-4032

ARCHITECTS

Deborah Banks
Swaney Kerns Architects
1150 17th Street, N.W.
Lower Lobby
Washington, D.C. 20036
(O) 872-8844

Karen A. Carr
Architect/Designer
Self-Employed
3916 Ames Street, N.W.
Washington, D.C. 20019
(O) 396-8362
529-1287

Carmen Covington
Architect
c/o Barbara Covington Jones
4820 Fort Totten Drive, N.W.
Apartment 4
Washington, D.C. 20011
(O) 529-7760

Jacqueline Cox
Architect
2549 36th Street, S.E.
Washington, D.C. 20020
(H) 581-4149 (Evening)

India P. Fisher
Architect/Accessory Designer*
Department of Health and
Human Services
330 Independence Avenue, S.W.
Room 4079 North
Washington, D.C. 20201
(O) 245-6776
(H) 434-4994*

Deloris Wray
Architect
Bryant and Bryant Architects
and Planners
4301 Connecticut Avenue, N.W.
Suite 450
Washington, D.C. 20008
(O) 244-1950
(H) 462-4476

BLUE COLLAR AND TECHNICAL WORKERS

Georgette Carvajal
Plumbing Contractor,
Sears Roebuck
6116 43rd Avenue
Hyattsville, Maryland 20781
(O) 889-2424
(H) 699-5425

Patricia Dew
Air Traffic Controller
National Airport
1338 Ritchie Place, N.E.
Washington, D.C. 20017
(O) 557-2861
(H) 529-3287

Billie Lockard
Installer Technician
C & P Telephone
737-3566 (Union Office, leave message)
(H) 868-4844

Kim Mattox
Firefighter
D.C. Fire Department
423-5208

CHILD CARE

Jose Rivera
Head Teacher
Rosemount Center
4203 Bunker Hill
Cottage City, Maryland 20722
(O) 779-5828

DENTISTS

Ruth Anderson, D.D.S.
Assistant Professor
Department of Pediatric Dentistry
Howard University
600 W Street, N.W.
Washington, D.C. 20059
(O) 636-6494 (School)
291-6500 (Dr. Keene)
(H) 488-3920

Hazel J. Harper, D.D.S., M.P.H.
Faculty, Howard University
School of Dentistry
Dental Group Practice
2139 Georgia Avenue, Suite 3D
Washington, D.C. 20001
(O) 387-0500

Oswaldene E. Walker, M.S., D.D.S.
Assistant Professor
Department of Periodontics
Howard University
600 W Street, N.W.
Washington, D.C. 20059
(O) 636-6455 (School)
270-8900 (Ms. Brooks)

Camille Lee Young, D.D.S., M.P.H.
Dental Director
Community Group Health Foundation, Inc.
1728 Verbena Street, N.W.
Washington, D.C. 20012
(O) 745-4412
(H) 291-7912

(First female appointee, Board of Dental Examiners, District of Columbia)

ENGINEERS

Joyce Y. Amerson
Community Planner
Federal Highway Administration
HEV-12, Room 3232
Washington, D.C. 20590
(O) 426-1033
(H) 441-2605

Carol Ashby
Communications Engineer
Federal Aviation Administration
800 Independence Avenue, S.W.
Washington, D.C. 20591

Gwendolyn F. Daniel
Computer Systems Analyst
--trained in Electrical
Engineering
335 Quackenbos Street, N.E.
Washington, D.C. 20011
(H) 635-2221

Gladys Harris
Highway Engineer
Department of Transportation
Federal Highway Administration
2130 Brooks Drive, #623
Suitland, Maryland 20028
(O) 568-4952

Sonya Hill
Environmental Analyst
Department of Transportation
Office of the Secretary,
Office of Environment and Safety
400 Seventh Street, S.W.
Washington, D.C. 20590
(O) 426-2672
(H) 234-2205

Yvette Killings
Engineering Aid
911 Cox Avenue
Hyattsville, Maryland 20783
(H) 559-8016

Paulette Payne
Engineer, Substation Design
P.E.P.C.O.
1900 Pennsylvania Avenue, N.W.
Washington, D.C. 20068
(O) 872-2773

MATHEMATICIANS

Barbara Ann Boyes
3146 Westover Drive, S.E.
Washington, D.C. 20020
(H) 523-1098

Ewaugh Fields, Ed.D.
Mathematics Educator
University of the District
of Columbia
425 Second Street, N.W.
Washington, D.C. 20001
(O) 727-2808

PHARMACISTS

Janice D. Anderson
Assistant Director of
Pharmacy Services
Washington Hospital Clinic
(H) 6101 16th Street, N.W.
Washington, D.C. 20011
882-4689

Dolores Duke
Director of Pharmacy
The Psychiatric Institute of D.C.
4460 MacArthur Boulevard, N.W.
Washington, D.C. 20007
(O) 467-5620

Elizabeth M. Scott
Pharmacist
Congress Heights Neighborhood
Health Clinic Pharmacy
Branch of Department of Human
Services
3855 Eighth Street, S.E.
Washington, D.C. 20032
(O) 767-7876

Norma J. Stewart, R.Ph.
Chief of Pharmaceutical Control
and Medical Devices Division
Environmental Health Administration
D.C. Department of Environmental
Services
415 12th Street, N.W., Suite 314
Washington, D.C. 20004
(O) 724-4358, 59 or 60

Sandra Walker
Assistant Manager Pharmacist
Brooks and Thomas Pharmacy
5505 Fifth Street, N.W.
Washington, D.C. 20011
(O) 291-4343

WETA: PUBLIC TELEVISION

Bernadette Banks
Director of Personnel
WETA-TV
Box 2626
Washington, D.C. 20013
(O) 998-2600

Elizabeth Campbell
Vice-President for
Community Affairs
WETA-TV
Box 2626
Washington, D.C. 20013
(O) 998-2695, 96

Fran Ely
Technician
WETA-TV
Box 2626
Washington, D.C. 20013
(O) 998-2600

Joan Leahy
Technician
WETA-TV
Box 2626
Washington, D.C. 20013
(O) 998-2600

Susanne Risher
Technician
WETA-TV
Box 2626
Washington, D.C. 20013
(O) 998-2600
(H) 635-9686

SCIENTISTS

June Bacon-Bercey
National Oceanic and
Atmospheric Administration
Rockville, Maryland 20852
(O) 443-8243

Arlene P. Maclin, Dr.
Program Manager
National Science Foundation
Washington, D.C. 20550
(O) 282-7760

Valerie Thomas
Goddard Space Flight Center
Image Processing Branch
Greenbelt, Maryland 20771
(O) 344-5252

III. ORGANIZATIONS

ARTS AND HUMANITIES

American Women Composers, Inc., Tommie Ewart Carl, Founder and President, 6192 Oxon Hill Road, Suite 406, Washington, D.C. 20021, (O) 567-4490

This relatively new organization (in its fifth year) publishes American Women Composers News, has a speakers bureau and may be able to arrange field trips to studios where composers work.

National Council for the Social Studies, Todd Clark, President, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016, (O) 966-7840

This organization for social studies educators publishes materials on current developments and special interest topics. The March 1975 issue of the organization's journal, Social Education, is called "Eliminating Sexism from the Schools: Implementing Change." The April 1979 issue of Social Education contains a section on "Women's Lives in the Asian Tradition." NCSS Bulletin #48, Teaching About Women in the Social Studies: Concepts, Methods, and Materials, was published in 1976.

Pro Femina Theatre, Leslie Jacobson, 6356 Waterway Drive, Falls Church, Virginia 22044, (O) 354-5158

Presents plays that deal with women's themes which can be performed for schools.

Union Sister Productions, Ann Gallivan, Susan Holleran, Jehane Dyllan, 1620 11th Street, N.W., Washington, D.C. 20009, (O) 832-3651

As a theatre company formed to produce plays for and about working women, Union Sister is available to perform and make limited individual visits to area schools.

BLUE COLLAR AND TECHNICAL

Blue Collar Tradeswomen, Chris Stapleton (434-2995), Nancy Meyer (882-3652), 5504 14th Street, N.W., Washington, D.C. 20011

Blue Collar Tradeswomen is a self-help, volunteer group of women working in the trades. This organization can provide speakers on a limited basis. It also publishes a newsletter of opportunities in the trades and provides a support group for women who choose to pursue careers in blue collar work.

C & P Telephone, Rosemarie Perry, Staff Supervisor, Educational Relations, 1825 K Street, N.W., Suite 301, Washington, D.C. 20006, (O) 392-3534

C & P has developed a number of print and audiovisual materials which promote students' selection of nontraditional and technical careers. At least a week should be allowed in making requests for materials. They should be picked up from the C & P K Street office. To order films and print materials, call 392-2059. Volunteer speakers will visit the schools based on availability.

National Association of Women in Construction, Marie Ballerino, President, 5340 Odell Road, Beltsville, Maryland, 20705, (O) 937-2264

This Association has existed for many years to support women working in construction. Speakers are available to classes by contacting the president of this organization.

Potomac Electric Power Company (PEPCO), Carol C. McCall, Educational Services Representative, 1900 Pennsylvania Avenue, N.W., Washington, D.C. 20068, (O) 872-3570

Career awareness programs may be conducted for students by contacting Ms. McCall at PEPCO. An excellent resource for broadening the insight of both female and male students into the range of options open to them.

Washington Gas Light Company, Community Relations, 1100 H Street, N.W., Washington, D.C. 20080, (O) 624-6448

Washington Gas offers literature, films, filmstrips, and science kits free to tropolitan area educators. The materials are particularly useful to supplement instruction (grades 1-12) in Social Studies, Science, Industrial Arts, Home Economics/Consumer Education, Career Education and Business Education. A two to three week waiting period is required for ordering. An annotated catalog of Educational Services is available.

Wider Opportunities for Women, Joy Jones, Information Specialist, Nontraditional Work Program, 755 Eighth Street, N.W., Washington, D.C. (O) 783-5155

This arm of WOW trains women who qualify for CETA in skilled technical occupations and helps place them in permanent jobs. May be able to arrange speakers.

Women's Painting Crew, 1445 Corcoran Street, N.W., Washington, D.C. 20009, (O) 462-2371

This women-owned and operated painting firm is available on an extremely limited basis for discussion with teachers and students on operating this type of business.

BUSINESS AND FINANCE

National Alliance of Business, Washington Metro Office, Prudence Parks, 1129 20th Street, N.W., Washington, D.C. 20036, (O) 833-8190

The NAB is presently assisting area school systems by providing business role models and by training students to go into the world of work through its Prep Club. Schools interested in participating should contact this organization.

National Association of Women Business Owners, Capital Chapter, Jan Bennett, 818 National Press Building, Washington, D.C. 20005, (O) 347-1013

While this organization does not have the capacity to provide role models, the group has published a Directory of Women Owned Businesses in the Washington area. It is available from NAWBO for $10.00.

Riggs National Bank, Gail Hughes, Assistant Vice President for Training and Management Development, 1510 H Street, N.W., Washington, D.C. 20005, (O) 624-2215

The Riggs Bank participates in NAB's Prep Club program in the schools and has the resources to provide role models who are bankers and accountants, etc.

The Women's National Bank, Emily Womach, President, 1627 K Street, N.W., Washington, D.C. 20006, (O) 466-4090

This relatively new bank is an excellent resource for groups interested in learning about the financial concerns of women, and how such concerns became the initiative for this institution.

LAW AND LAW ENFORCEMENT

The Feminist Law Collective: Hunter, Polikoff, Bodley and Bottum, 1511 K Street, N.W., Suite 539, Washington, D.C. 20005

The group of six women maintain a general practice, handling a variety of cases, from wills to custody, to criminal defense to gay rights. They do legal work out of a basic commitment to radical social change and believe that their legal skills can be used to provide assistance to people in need of help, to expose injustice and to strengthen groups dedicated to combatting the violations of their society. They operate as a collective, which means that their office does not function as a hierarchy. Instead, each shares in decision-making, solving problems and resolving conflict.

The National Association of Black Women Attorneys, Wilhelmina Rolark, President, 1343 H Street, N.W., Suite 602, Washington, D.C. 20005, (O) 347-5376

Role models are available to speak to students about the vast underrepresentation of Black women in jurisprudence and the need for more women to become involved in law to reflect the interests and needs of Black women.

The Women's Bar Association of the District of Columbia, Cathy Silak, Coordinator of Network Committee, 1025 Connecticut Avenue, N.W., Washington, D.C. 20036, (O) 466-6060

The Women's Bar Association exists to advance and protect the interests of women lawyers in the District of Columbia. Its activities include operating a speakers bureau, studying and advising its membership on developments effecting the legal status of women, endorsing qualified women for the judiciary.

MEDIA

American Women in Radio and Television, Phyllis Tritsch, Executive Director, 1321 Connecticut Avenue, N.W., Washington, D.C. 20036, (O) 296-0009

This organization has published the pamphlet Women on the Job: Careers in Broadcasting and has a speakers bureau. To get the names of speakers contact the above in writing. To arrange field trips to see women at work contact your local AWRT Chapter.

Corporation for Public Broadcasting, Gerrard Tyler, Office of Minority and Women's Grants, 1111 16th Street, N.W., Washington, D.C. 20036, (O) 293-6160

CPB is not geared to provide speakers but this office can provide information on grants which are available to Public Broadcasting Service Stations which are willing to train minorities and women for highly skilled technical and managerial careers in broadcasting.

Woman Sound, Inc., Boden Sandstrom, Office Manager, P. O. Box 1932, Washington, D.C. 20013, (O) 398-2200

Since 1974 Woman Sound has functioned as a woman-owned and operated sound company offering a number of services ranging from sound reinforcement, on-location and studio recording, to engineering courses for those interested in learning more about electronics and sound work.

Women's Institute for Freedom of the Press, Donna Allen, Ph.D., Director, 3306 Ross Place, N.W., Washington, D.C. 20008, (O) 363-0812 or 966-7783

WIFP is devoted to research and publishing about media. Publications include the 1980 Index/Directory of Women's Media, a documentary sourcebook, Women in Media, and a periodical, "Media Report to Women."

Women's Labor History Film Project, Lorraine Gray, Director; Ann Bohlen, Lynn Goldfarb and Lorraine Gray, Producers, 1747 Connecticut Avenue, N.W., Washington, D.C. 20009, (O) 387-2213

This film collective produced the film "With Babies and Banners", a 45-minute film about the historical involvement of women in the U.S. labor movement. Specifically, the film deals with the story of the Women's Emergency Brigade. The film, along with teacher and study guides, is available from New Day Films, P. O. Box 315, Franklin Lakes, NJ 07417. The members of the project are available to speak about women in film and women as filmmakers.

SOCIAL AND PHYSICAL SCIENCE

American Association for the Advancement of Science, Dr. Aldrich, Ms. Hall, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036, (O) 567-5431

The Office of Opportunities in this science association publishes a number of materials ranging from information about programs in science for minority and women students, to the problems of being a minority or physically handicapped woman in science. The Network of Minority Women in Science may be contacted by asking to speak to Paula Quick Hall at this office.

American Psychological Association, Nancy Felipe Russo, Ph.D., 1200 17th Street, N.W., Washington, D.C. 20036, (O) 833-7600

This professional association has published a number of materials related to women's equity in financial aid to psychology students, women in the profession, careers in psychology. Especially good is the paper written by Russo on women in psychology.

Association for Women in Science, Mary Lee Schneiders, 1346 Connecticut Avenue, N.W., Suite 1122, Washington, D.C. 20036, (O) 833-1998

This organization provides a talent bank which lists women in science and engineering by speciality. AWIS also publishes a bimonthly newsletter featuring news of employment, legislation, books and meetings.

National Bureau of Standards, Mary Reyner, Public Information Division, Administration Building, Rm. A640, Gaithersburg, MD 20034, (O) 921-2721

The Montgomery County TAG (Talented and Gifted Students) Model, "Science and Technology Enrichment Program," provides some interesting opportunities for young women and young men in science. Contact Mary Reyner for further information about this program as a model for building students' interest in science.

RESEARCH ORGANIZATIONS

National Commission on Working Women, Joan Goodin, Executive Director, Center for Women and Work, 1211 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036, (O) 466-6770

The Commission is a non-governmental, action oriented body created to focus on the needs and concerns of that approximate 80% of women in the workforce who are concentrated in lower-paying, dead-end clerical, service, sales, plant and factory jobs. NCWW activities include Regional/State Dialogues, surveys, testimony at public policy hearings, career seminars, forums with decision-makers, a news bureau and the annual Women-at-Work Broadcast Awards Competition. NCWW also serves as a national clearinghouse of ideas and information about women in the 80%.

Project on Equal Education Rights, Robin Gordon, 1112 13th Street, N.W., Washington, D.C. 20005, (O) 332-7337

PEER is a project of the NOW Legal Defense and Education Fund. It works to spark action by monitoring Federal enforcement of the laws against sex discrimination in the schools, mobilizing coalitions of citizen's groups to work for sex equity in their local school districts. PEER also keeps community groups and educators informed about the progress and problems in local schools. PEER publishes a newsletter, Peer Perspective, to circulate information regarding the status of the implementation of sex equity in schools throughout the country. PEER would like clippings reporting anti-bias efforts to include in the newsletter.

Project on the Status and Education of Women, Bernice Sandler, Director, 1818 R Street, N.W., Washington, D.C. 20009, (O) 387-1300

Geared primarily to people involved in higher education, the Project publishes a quarterly newsletter accompanied by papers on such issues as Affirmative Action, Title IX and recruitment of minority women. Single copies of the publications are available at no cost and may be duplicated without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges.

The President's Advisory Committee on the Status of Women, Warlene Gary, Deputy Director, 200 Constitution Avenue, N.W., Room N3437, Washington, D.C. 20210, (O) 523-6707

This appointed committee advises the President on women's issues. Good source about how information is gathered and how it is utilized by the President. The Committee is chaired by Lynda Bird Johnson Robb.

The Women's Bureau, U.S. Department of Labor, Alexis Herman, Director, Washington, D.C. 20210, (O) 523-6611

The Women's Bureau has produced a wealth of information on the status of women in the United States labor force. Single copies of any of its publications are available free on aspects of women's lives ranging from facts about women workers, childcare and the earnings gap between men and women, to a woman's guide to apprenticeship, women offenders and minority women workers.

WOMEN'S ORGANIZATIONS

District of Columbia Commission for Women, Carolyn Lewis, Chairperson, Room 204, District Building, 14th and E Streets, N.W., Washington, D.C. 20004, (O) 724-5581

District of Columbia Commission for Women (continued)

The Commission is a statutory successor to the D.C. Commission on the Status of Women which operated from January 1967 to September 1978 under a mayoral Organization Order. Its purpose, under D.C. Law 2-109, is to support programs directed toward evaluating and improving the status of women in the District of Columbia. It is composed of 21 members, all residents of the District of Columbia, with experience in the areas of public affairs and issues of particular interest and concern to women, who are representatives by geographic area and reflective by race and age of the population of the District. The focus of the information and action program is in the areas of: Abused Women, Appointment of Women, Criminal Justice, Education, Employment/Economic Status, Health, International Women's Decade, Legal Status, Legislation and Sexual Assault.

The District of Columbia League of Women Voters, Ruth Dixon, President, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036, (O) 785-2616

This non-partisan organization provides service to voters and citizens through leadership in voter registration and publication of impartial facts on candidates and issues; conducts workshops and lobbies on issues; studies local and national issues. Its local program for 1979-1981 includes working for D.C. voting representation, support of the Advisory Neighborhood Commissions and support of action and study of programs involving the elderly, housing, education and criminal justice. In addition, the League publishes a local newsletter and a national membership magazine.

District of Columbia State Federation of Business and Professional Women's Clubs, Alice Booher, President 1980-81, 2111 Jefferson Davis Highway, Arlington, Virginia 22202, (O) 389-3149

This organization of business and professional women has a large membership with a wide variety of experience and expertise. The national organization publishes National Business Woman, maintains a library of research materials on women in business, and participates in national efforts to improve the status of women. The D.C. Federation publishes Capital Women.

National Action Forum for Older Women, Nancy King, Co-Director, Center for Women Policy Studies, 2000 P Street, N.W., Washington, D.C. 20036, (O) 872-1770

This national organization was established in 1977 to respond to the unique needs of women over forty. Its quarterly newsletter, Forum, reports on a wide variety of issues of concern to mid-life and late-life women. A Washington, D.C. Chapter is being formed to respond to the special needs of Washington area older women. Speakers are available to discuss the status and needs of older women and create awareness of these issues among the young.

National Archives for Black Women's History, Linda Henry, Archivist, 1318 Vermont Avenue, N.W., Washington, D.C. 20005, (O) 332-1233 or 332-9201

Established as part of the National Council of Negro Women's Mary McLeod Bethune Historical Development Project, the Archives consists of the records of the National Council of Negro Women from its inception in 1935 through the early 1970's. The records from 1935-1959 are open for research; later records are being processed. The Archives collects, preserves and makes available for study the personal papers of individual Black women, the records of Black women's organizations and other materials which document the history of Black women in the United States. Biographical files provide information on individual Black women. Use of the Archives is by appointment only.

National Black Women's Political Leadership Caucus, Willi deLaney, D.C. Caucus Chairperson, Juanita Kennedy Morgan, National Executive Secretary, 2705 30th Street, N.E., Washington, D.C. (O) 529-2806

For ten years this organization has worked to encourage Black women to develop in the political and economic process as community leaders and to run for political office. Speakers on this topic as well as speakers on the political thrust of the elderly, youth and men's auxiliary are available.

The National Hook-Up of Black Women, Shirley Rougeau, Executive Director, 1100 Sixth Street, N.W., Washington, D.C. 20001, (O) 667-6993 or 94

This activist organization is geared toward improving the quality of life in the Black community in general and the status of Black women in particular. It is committed to supporting efforts of Black women to become involved in the political process, especially in leadership positions. The organization's Talent Bank is a good source of highly qualified candidates for jobs from diverse disciplines. They also have a Speakers Bureau.

National Organization for Women (NOW), National Office, 425 13th Street, N.W., Washington, D.C. 20004, (O) 347-2279

The above address is the national office for this activist women's organization founded in 1966. There are several chapters in the D.C. area. Speakers on a number of issues affecting the status of women are available on request to D.C. chapter. Research on sex equity is available through NOW LDEF's research arm, the Project on Equal Education Rights (PEER) (see RESEARCH section).

The National Women's Studies Association, Elaine Reuben, Coordinator, University of Maryland, College Park, Maryland 20742, (O) 454-3757

This association was founded in 1977 "to further the social, political, and professional development of women's studies at every educational level and in every educational setting." The Women's Studies Newsletter is co-published four times a year with the Feminist Press, Box 334, Old Westbury, NY 11568.

Women's Equity Action League and WEAL Fund, Carol Parr, Executive Director, or Pat Reuss, Legislative Director, 805 15th Street, N.W., Suite 822, Washington, D.C. 20005, (O) 638-4560.

These organizations provide lobbying, research, policy analysis and litigation to improve the status of women in education, employment and economic standing. Good source of information about federal laws and educational equity resources. Regular publications include the WEAL Washington Report and WEAL Informed, a legislative alert. Professional reports are available on women in education, sex discrimination on the job and women and sports.

SPRINT (Sports Project Referral and Information Network), a project supported by WEAL Fund, is a national clearinghouse of information about equity in physical education and sports. D.C.P.S. educators may arrange to use SPRINT's collection of print materials by calling 638-1961. SPRINT's toll-free hotline provides additional information nationwide: (800) 424-5162.

Women for Racial and Economic Equality (WREE), Walteen Grady, President, Washington Area Chapter, P. O. Box 2621, Laurel, Maryland 20811

WREE works to unite working women of all nationalities and races to fight against racism and the power of the giant corporations whose profits rise as women and minorities struggle for decent wages, the right to a job and affordable childcare. Speakers are available to discuss the history of the women's movement, women as workers, women in the current economic crisis, the status of women in developing countries.

WOMEN'S STUDIES PROGRAMS

George Washington University, Phyllis Palmer, Academic Coordinator, Women's Studies Program, 2025 Eye Street, N.W., Room 212, Washington, D.C. 20006, (O) 676-6942

This very active program offers courses leading to an M.A. in Women's Studies. It also sponsors a number of seminars regarding public policy issues that affect women.

University of the District of Columbia, Barbara Raney, Coordinator, Women's Program, 929 E Street, N.W., Suite 220, Washington, D.C. 20004, (O) 727-6873

This is a newly developing program. Contact Coordinator for further information.

University of Maryland, College Park, Maryland, (O) 454-3841

For additional information about other organizations dealing with sex equity issues on a national basis, please refer to Resource Notebook, 1980, by Susan Shaffer and Barbara Gordon, one of the publications contained in the Mini-and Core Collections (see annotation 38). Many organizations listed in the Notebook have national headquarters and local chapters in the Washington, D.C. area which may also be of assistance.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PARTICIPATING SCHOOLS AND EDUCATORS

PARTICIPATING SCHOOLS AND EDUCATORS
IN THE EDUCATIONAL EQUITY INSTITUTE,
THE AMERICAN UNIVERSITY
1979-1980

REGION I

Regional Schools	Grade Level/Subject	Participant
Terrell Elementary Wheeler & Savannah Sts, S.E. Washington, D.C. 20032 (202) 767-7307 Sally E. Tancil, Principal	1st Math K-4 2nd	Nae F. McKinney** Vera M. Smith** Juanita B. Thompson** Phyllis C. Toliver**
Patterson Elementary S. Capitol Terrace and Darrington Sts., S.W. Washington, D.C. 20032 (202) 767-7119 Arthur C. Shipp, Principal	Counselor Librarian Science	Vinetta M. Baxter Connie Lawson Carol Weekes
Hart Junior High 601 Mississippi Avenue, S.E. Washington, D.C. 20032 (202) 767-7077 Carl T. Contee, Principal	English Librarian English English Counselor Math Social Studies	Ludi A. Arnold* Constance R. Barber* Joanna T. Gibson** Irma L. Hailstalk Lydia D. Lampley* Felicia R. Long* Joyce L. Thompson*
Green Elementary 15th & Mississippi Avenue, S.E. Washington, D.C. 20032 (202) 767-7098 Vandy L. Jamison, Principal	4th	Gwendolyn Davis
Van Ness Elementary 5th & M Streets, S.E. Washington, D.C. 20003 (202) 724-4698 James A. Harris, Principal	Physical Education 1st Librarian	Elizabeth Simms** Claretha F. Smith** Quennell McClain**

** Willing to be called on to provide technical assistance.
* Willing to be called on to provide limited technical assistance.

Participating Schools and Educators
in the Educational Equity Institute

	Regional Schools	Grade Level/Subject	Participant
R	Syphax Elementary	5th, 6th	Roy L. Alston**
	Half & N Streets, S.W.	Math 1-3	Geraldine H. Carter
E	Washington, D.C. 20024	5th	Ione G. Dixon*
	(202) 724-4878	Librarian	Florine Russ
G		2nd	Sylvia S. Shaw**
	Mary J. Williams, Principal	Reading 1-3	Barbara H. Wells**
I			
O	Mann Elementary	3rd, 4th	Lauretta C. Jackson**
	45th & Newark Streets, N.W.	K-4	Paula G. Leftwich**
N	Washington, D.C. 20016	Counselor	Alicemarie Pitts**
	(202) 282-0126		
I	Lillian B. Dezon, Principal		
I	Jefferson Junior High	Reading	Mary H. Gill**
	8th & H Streets, S.W.	Special Education	Lavonne Hinton
	Washington, D.C. 20024	Math	Deborah P. Jackson*
	(202) 724-4881	Science	Pattie W. Spady*
		Math	Ottis C. Watkins**
	James Campbell, Principal	Math	Lois C. Wiley **
R	Fletcher-Johnson Education	Librarian	Ellen Amey
	Center	Math	Antonia Tolson
E	C Street & Benning Road, S.E.	Counselor	Janie Wanzer
	Washington, D.C. 20019	Science	David Winfield
G	(202) 724-4920		
I	George Rutherford, Principal		
O	Young Elementary	Librarian	Phyllis T. Glaude
	24th & Benning Road, N.E.	1-3	Marie I. Johnson*
N	Washington, D.C. 20002	2nd	Deborah A. Lyles
	(202) 724-4569	4th	Rosella H. Pierce**
		Counselor	Doris S. Thompson
I	Mattie Spotwood, Principal		
I	Browne Junior High	Science	Emma Inez Bonner**
	24th & Benning Road, N.E.	English	Catherine S. Booker
	Washington, D.C. 20002	Science	Marian H. Brown
	(202) 724-4547		
	Marguerite Pettigrew, Principal		

Participating Schools and Educators
in the Educational Equity Institute

	Regional Schools	Grade Level/Subject	Participant
REGION IV	John F. Cook Elementary 30 P Street, N.W. Washington, D.C. 20001 (202) 673-7221 Charles E. Elliott, Principal	Special Education 6th	Barbara P. Dudley** Evelyn M. Holmes**
	Ludlow-Taylor Elementary 6th & G Streets, N.W. Washington, D.C. 20002 (202) 724-4752 Frances Plummer, Acting Principal	Counselor	Dolleretta D. Smith
	Hine Junior High 7th & C Streets, S.E. Washington, D.C. 20003 (202) 724-4772 Patrick M. Jamison, Acting Principal	English Counselor School Nurse Reading/Math Science	Coleman E. Allen Norma Cole* Pattie Howard** Carol D. Kyle Raye Law**
REGION V	Bruce-Monroe Elementary 3012 Georgia Avenue, N.W. Washington, D.C. 20010 (202) 576-6215 Alma Felder, Principal	1st 5th Kindergarten 4th	Joyce O. Brown* Oscar L. Hinton** Lesley A. Oliver** Evelyn S. Roberson**
	Barnard Elementary 5th & Decatur Streets, N.W. Washington, D.C. 20011 (202) 576-6231 Anita Hammond, Principal	1st Counselor	Gladys Harris* Rosalie Harrison*
	McFarland Junior High Iowa Avenue & Webster Street, N.W. Washington, D.C. 20011 (202) 576-6207 William Gray, Principal	Social Studies Counselor	Antonia Gordon** Charles Whitted (deceased, July 1980)

Participating Schools and Educators
in the Educational Equity Institute

Regional Schools	Grade Level/Subject	Participant
Sharpe Health Center 4300 13th Street, N.W. Washington, D.C. 20011 (202) 576-6161 Marian Siler, Principal	Special Education " "	Katherine Leidecker** LaGrande Lewis** Mary E. Maynard**
Brookland Elementary Michigan Avenue & Randolph Street, N.E. Washington, D.C. 20017 (202) 576-6082 Shirley Hammond, Principal	2, 3 Math, Science 5th, 6th	Lillian S. Harris** James L. Thompson**
Shepherd Elementary 14th & Kalmia Road, N.W. Washington, D.C. 20012 (202) 576-6140 Edith Smith, Principal	K-6	Elaine Pryor
Paul Junior High 8th & Oglethorpe Streets, N.W. Washington, D.C. 20011 (202) 576-6190 Thomas Collier, Principal	Special Education Science Social Studies	Kay Clark Nancy S. Knight Constance M. Moore

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